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Accountability

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Strategic Committee on Postsecondary Education

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Introduction

KRS 164.020(3) requires the Council on Postsecondary Education (the Council) to prepare an annual accountability report for the Governor, the Legislative Research Commission (LRC), and the Strategic Committee on Postsecondary Education (SCOPE). The purpose of the report is to inform policy makers, legislators, and taxpayers of systemwide and institutional progress toward achieving the mandates of the *Postsecondary Education Improvement Act of 1997* (HB 1). More specifically, the report provides information about:

- Progress toward performance objectives.
- Highlights of reform initiatives undertaken in 2002-03.
- Reform efforts to be undertaken the next year.

This year's accountability report focuses on the six goals of HB 1 by describing how well Kentucky's postsecondary institutions and the system as a whole are fulfilling the goals set forth in the reform legislation. The report also links the performance of the system and individual institutions to the Council's five questions, which focus on state needs and guide the key indicators of reform:

1. Are more Kentuckians prepared for postsecondary education?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky's communities and economy benefiting?

This report reflects the Council's desire to meet the needs of its audience and fulfill its statutory obligations, including those discussed in the Program Review and Investigations Report, *Postsecondary Education in Kentucky: Systemwide Improvement but Accountability is Insufficient*, adopted July 10, 2003. The information in this report is organized as follows:

Reform Snapshot: Overall progress toward postsecondary education

reform — State and national data are provided to highlight progress and to identify concerns in Kentucky's performance during the first six years of reform. The Council's five questions, the accompanying indicators and measures, and their relationship to the mandates of HB 1 are explained.

GOAL 1: A report on progress toward creating a seamless, integrated system, strategically planned and adequately funded, to enhance economic development and quality of life — This section reviews

systemwide progress toward Goal 1 and supplies performance outcomes where relevant. More specifically, statewide initiatives to improve the transition from high school to college, college transfer, strategic planning efforts, the adequacy of postsecondary funding, and economic development are discussed, as well as initiatives planned for 2003-04.

GOAL 2: A report on the University of Kentucky's progress in becoming a comprehensive research institution ranked nationally in the top 20 public universities — The Council has established goals related to UK's

quest for national prominence. UK has additional measures for strategic planning. An update on UK's Research Challenge Trust Fund programs, an essential part of reform, is provided. A description of initiatives planned for next year — particularly those addressing UK's most immediate needs — concludes the section.

GOAL 3: A report on the University of Louisville's progress in becoming a nationally recognized, metropolitan research university — This section

provides an overview of UofL's performance on both Council and institutional goals and an update on its Research Challenge Trust Fund programs. A

description of initiatives planned for 2003-04 that will position UofL to attain national recognition and address needs concludes the section.

GOAL 4: A report on regional (comprehensive) universities' progress in offering at least one nationally recognized program of distinction or applied research program, and in working cooperatively with other institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average — Kentucky's six comprehensive universities are charged with providing access to quality programs at the baccalaureate and master's level, developing at least one program of distinction, and implementing cooperative programs and activities with other postsecondary partners. This section reviews the progress toward these objectives by Eastern Kentucky University, Kentucky State University, Morehead State University, Murray State University, Northern Kentucky University, and Western Kentucky University.

GOAL 5: A report on the progress made by the Kentucky Community and Technical College System (KCTCS) toward ensuring access to a two-year course of general studies that transfers to a baccalaureate program; providing the training necessary to develop a workforce with the skills to meet the needs of new and existing industries; and providing remedial and continuing education to improve the employability of citizens — KCTCS plays a critical role in providing associate degrees to students wishing to transfer to a baccalaureate program and those seeking workforce, adult, and continuing education at the sub-baccalaureate level. The system's progress in increasing access and upgrading Kentuckians' skills is discussed, as well as future activities to address needs.

GOAL 6: A report on progress in providing an efficient, responsive, and coordinated system of autonomous institutions that delivers educational services comparable to the national average — Kentucky made great strides in increasing access to postsecondary offerings in 2002-03; record enrollments were achieved. This section focuses on current and future initiatives designed to improve the efficiency and effectiveness of the state's postsecondary system.

APPENDIX A — The Council’s Key Indicators of Progress in 2002-03 provide information on system and institutional performance.

APPENDIX B — A system profile and institutional profiles provide additional, comparative information on Kentucky’s colleges and universities.

APPENDIX C — A glossary defines unfamiliar terms and clarifies metrics for enrollment, graduation, retention, and other indicators.

In 2003-04, the Council staff will, among other initiatives, update the strategic agenda (2020 Vision), strategic implementation plan (the Action Agenda), and the benchmarks (key indicator goals) that enable the Council to carry out its accountability role as defined by HB 1. The Council actively seeks the input of the Governor, legislators, other policy makers, and the general public throughout this process.

Reform Snapshot

The Council has developed five questions to guide postsecondary reform:

1. Are more Kentuckians ready for postsecondary education?
2. Are more students enrolling?
3. Are more students advancing through the system?
4. Are we preparing Kentuckians for life and work?
5. Are Kentucky's communities and economy benefiting?

These questions are posed in the Council's Action Agenda, the document that serves as the "strategic implementation plan" required by HB 1. They explicitly link the work of the state's postsecondary institutions to the needs of Kentucky. The five questions express the Council's commitment to expand Kentuckians' access to postsecondary education and to ensure that the system improves lives and strengthens communities.

In March 2001, the Council established a set of key indicators to help answer these questions. Each indicator provides a specific, measurable objective for postsecondary reform, established in consultation with the institutions and other reform partners. Some indicators (such as the percentage of Kentuckians with a baccalaureate degree or higher) are broad, systemwide measures, but others (such as retention and graduation rates) are specific to individual postsecondary institutions. The Council staff regularly reports progress toward performance goals to the Council. Detailed information about each of the key indicators is provided in Appendix A, and is available to the public via the Council's key indicator website, www.cpe.state.ky.us/KeyInd/index.asp.

In July 2003, the Council staff began work on the first systematic revision of the key indicators. The revision process has several goals:

- Reducing the number of indicators to allow the Council, the institutions, and other reform partners to concentrate their efforts on measures most central to the public agenda.
- Further aligning Kentucky's performance measures with national accountability initiatives.
- Establishing new goals using updated information.

The Council approved the revised key indicators at its November 2003 meeting.

National Recognition for Reform

In a comprehensive assessment of postsecondary reform progress released by the Prichard Committee for Academic Excellence in October 2002, Aims McGuinness of the National Center for Higher Education Management Systems noted that "the CPE's use of the five questions to frame indicators of progress toward reform has become a model for states across the U.S." Members of the Council staff have been invited to present Kentucky's public agenda in other states (New Mexico and California) and at national conferences and symposia (National Conference of State Legislatures, National Governors' Association, State Higher Education Executive Officers, National Center for Public Policy and Higher Education, and National Communications Association). The Council also has hosted government and higher education officials from England, Ireland, and China who have visited Kentucky to learn more about the public agenda, the initiatives surrounding its implementation, and the accomplishments of the first five years.

The 2002 NCHEMS report characterizes Kentucky's progress toward postsecondary reform as:

. . . nothing short of remarkable. To a striking degree the reforms have addressed most of the issues identified just five years earlier and established a foundation for step-by-step progress over the next decade and beyond. Perhaps the most profound change over the past five years has been a change in expectations and frame of mind—among students, parents, business and civic leaders, postsecondary education leaders, and the Commonwealth's policy

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leaders. There is a new sense of hope, pride, and confidence. In response to the question, “Why not?” the answer today is, “This is Kentucky and the Commonwealth is leading the nation in demonstrating how sustained attention to education reform can bring about fundamental, long-term improvement in a state’s quality of life and economy.

Other evidence of Kentucky’s progress comes from *Measuring Up 2002: The State-by-State Report Card for Higher Education* published by the National Center for Public Policy and Higher Education. Kentucky was one of two states (the other is Utah) to show progress on every category of the national report card: preparation, participation, affordability, completion, and benefits. Nevertheless, Kentucky received a grade of “C” in each, suggesting that while significant progress is being made, compared to other states the Commonwealth is still behind.

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An Overview of Progress

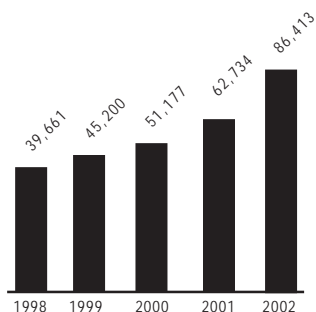
The following performance indicators—taken from the Council’s accountability system, the NCHEMS report, *Measuring Up 2002*, census data, and other sources—provide a snapshot of Kentucky’s recent progress in implementing the reforms set in motion by HB 1.

Question 1: Are more Kentuckians ready for postsecondary education?

Highlights:

- According to the Current Population Survey published by the U.S. Census Bureau, the percent of adults in Kentucky aged 25 and older without a high school diploma or GED dropped from 22.1 percent in 1998 to 19.2 percent in 2002. While Kentucky’s rate improved between 2000 and 2002, the national rate remained unchanged, bringing the state closer to its long-term goal of reaching the national average.
- Kentuckians’ average score on the ACT improved even as a higher percentage of high school students took the exam.

Adult Education Enrollment



- There has been a 115 percent increase in adult education enrollment since 2000.

Concerns:

- Kentucky's grade on *Measuring Up's* preparation category dropped from a C in 2000 to a C- in 2002, indicating that Kentucky's progress did not keep pace with progress in top-performing states.
- Kentucky's grade on *Measuring Up's* affordability category dropped from a B in 2000 to a C in 2002, indicating that progress in top-performing states outpaced Kentucky's. Among the *Measuring Up* affordability indicators, Kentucky's lowest score was in state need-based aid.

Question 2: Are more students enrolling?

Highlights:

- Undergraduate enrollment in Kentucky's public and independent institutions has risen more than 20 percent since 1998, to 193,638 in fall 2002. This level of enrollment increase exceeds the pace necessary to reach Kentucky's long-term enrollment goal: 240,000 undergraduates by 2015.
- In 1996, 36 percent of ninth-graders enrolled in college within four years. By 2000, the rate rose to 38 percent, exceeding the national average.
- The percentage of GED recipients enrolling in college within two years increased from 12.7 percent in 2000 to 17.8 percent in 2002.
- Enrollment in the Kentucky Virtual University increased from 235 students in fall 1999 to over 9,810 students in fall 2002.

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Concerns:

- Kentucky's college-going rate of 38 percent lags well behind the rate of 54 percent achieved by top-performing states, as reported in *Measuring Up*, the national report card.

Question 3: Are more students advancing through the system?

Highlights:

- Figures from the Current Population Survey indicate the percentage of Kentuckians with a bachelor's degree rose from 20.1 percent in 1998 to 21.6 percent in 2002.
- The systemwide retention rate rose from 65.9 percent in 2001 to 68.3 percent in 2002.
- In 2002, the six-year graduation rate for bachelor's degree students was 43.5 percent, well above its 1998 level of 36.7 percent.

Kentucky's college-going rate of 38 percent lags well behind the rate of 54 percent achieved by top-performing states, as reported in Measuring Up, the national report card.

Concerns:

- While Kentucky has made considerable progress on many measurements relative to student progress, "leakage" continues at key points of the education pipeline. According to the National Information Center for Higher Education Policymaking and Analysis, for every 20 ninth graders, 13 graduate from high school, 8 enter college, and 3 graduate within six years.
- In 2000 (the most recent year for which comparisons are available), Kentucky ranked 43rd in the graduation rate at its public universities.
- Kentucky continues to rank near the bottom (43rd) among the 50 states in the percentage of the adult population with at least a bachelor's degree.
- While the number of community and technical college transfers increased between 2001 and 2002 to 2,877, fewer students transferred in 2002 than transferred in 1998.

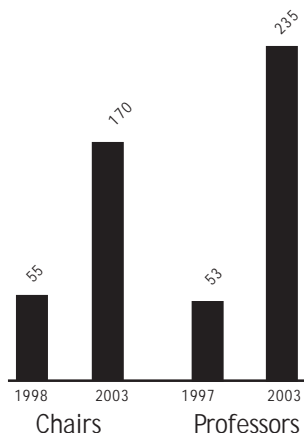
For every 20 ninth graders, 13 graduate from high school, 8 enter college, and 3 graduate within six years.

Question 4: Are we preparing Kentuckians for life and work?

Highlights:

- As measured by the 2001 National Survey of Student Engagement, students at Kentucky universities give their institutions high marks in student interactions with faculty members and enriching educational experiences.

Bucks for Brains
Endowed Chairs and Professors
as of June 30, 2003



Concerns:

- KCTCS awarded 9,022 certificates, diplomas, and associate degrees in 2001-02, a 33.3 percent increase over the previous year.
- Kentucky and all other states received an “incomplete” on the student learning category in *Measuring Up* in 2000 and 2002. There is still no common set of data that would allow the National Center to measure student learning at the state level. However, Kentucky was featured in an essay on statewide measurements of student learning because it is a leader in collecting the right data.
- In 2002, Kentucky ranked 39th in the number of bachelor’s degrees produced per 100 undergraduates.

Question 5: Are Kentucky’s communities and economy benefiting?

Highlights:

- By the end of its third round, the Bucks for Brains program will have dedicated \$700 million to the endowments of the public universities. The number of endowed chairs rose from 55 in 1997 to 170 in 2003; the number of endowed professorships rose from 53 to 235.
- At \$67.90 per capita in 2000, Kentucky increased its research and development spending by 33.6 percent between 1996 and 2000, exceeding the national average increase of 18.7 percent.
- From 1990 to 2000, Kentucky’s per capita income increased from 77.3 percent to 83.8 percent of the national average—the fifth highest rate of increase in the U.S.

Concerns:

- Kentucky’s research and development spending per capita is well below the national average of \$106.50.

From 1990 to 2000, Kentucky’s per capita income increased from 77.3 percent to 83.8 percent of the national average—the fifth highest rate of increase in the U.S. Still, Kentucky ranks 41st.

- Despite the high rate of increase in per capita income, Kentucky ranks 41st.
- In 2002, Kentucky ranked 42nd among the 50 states on the Progressive Policy Institute's New Economy Index, which measures the degree to which state economies incorporate workforce training, knowledge jobs, globalization, and innovation.

Goal 1

A seamless, integrated system of postsecondary education strategically planned and adequately funded to enhance economic development and quality of life

The Council tracked systemwide progress on a number of indicators in 2002-03 and implemented statewide initiatives relative to the objectives of Goal 1. Activities will be implemented in 2003-04 to address concerns and sustain momentum.

A Seamless, Integrated System

A seamless educational system is one in which students move easily from one educational sector to the next. In Kentucky, too many students are lost at key transition points in the education pipeline. Students need to be better prepared for college and the workplace, and Kentucky's educational system needs to be well coordinated so that students learn what they need to know to succeed at the next level. The following indicators reflect progress in accomplishing this goal:

Indicators Related to Seamlessness

- Thirty-seven percent of ninth-graders in Kentucky enrolled in college within four years in 1998, and 38 percent in 2000. In top-performing states, 54 percent of ninth-graders enrolled in college within four years.
- The proportion of 1999-2000 GED recipients who enrolled in a Kentucky college or university within two years was 17.8 percent, a 1.3 percentage point increase over the previous GED cohort. The 2002 goal was 15 percent.
- A student's score on the ACT college entrance examination is a solid indicator of readiness for college work. After holding steady or declining for several years, the average ACT score for Kentucky's 2003 high school graduates rose to 20.2, up from 20.0 in 2002. The national average remained unchanged at 20.8.

The scores of Kentucky students improved even as an increased percentage of high school graduates took the ACT. In 2003, 73 percent of Kentucky's graduates took the exam, compared to 72 percent in 2002.

- This is significant because the conventional expectation is for scores to decline as participation broadens to include less-prepared students.
- National studies show that students who complete a rigorous high school curriculum like the ACT core are more successful in college. The percentage of Kentucky test-takers who indicated they were taking the ACT core curriculum increased between 2002 and 2003, from 58 percent to 59 percent.
- In 2000-01, for every 1,000 high school juniors and seniors in Kentucky, 124.8 students enrolled in college-level work. This number rose to 219.5 students in 2001-02. The bulk of the increase came from dual enrollment, especially at the community and technical colleges. In 2000-01, 4,554 high school students were enrolled in a public postsecondary institution; that number more than doubled in 2001-02 to 11,040.
- Encouraging more community and technical college students to transfer to a baccalaureate program is essential if the state hopes to reach the national average in the percentage of adults with a bachelor's degree. The number of students transferring from the KCTCS and Lexington Community College to a Kentucky public or independent four-year institution rose to 2,877, an increase of 5.3 percent. However, the number of community and technical college transfers remains below 1998 levels. The Council is working with the institutions to increase the number of transfers and to establish aggressive new transfer goals.
- In 2002, the average number of credits transferred to a public university decreased at both the KCTCS and LCC; the goal was for average hours to increase or remain steady at 50.5 and 55, respectively.

Initiatives to Enhance Seamlessness

Improvements in the seamlessness and integration of Kentucky's educational systems are due in part to the postsecondary system's cooperation with early childhood education providers, P-12, and adult education partners to improve students' preparation for college. The following initiatives illustrate the quality of collaborative efforts that occurred in 2002-03, and what is planned to improve the system further.

State P-16 Council

The state P-16 Council was created in 1999 to advise the Kentucky Board of Education and the Council on Postsecondary Education on the preparation and professional development of teachers, the alignment of competency standards, and the elimination of barriers that impede successful transitions from preschool through college. Early childhood education, P-12, adult education, and postsecondary education are key participants.

In 2002-03, the state P-16 Council participated in several initiatives to facilitate student progress from early childhood education through baccalaureate attainment. The most significant of these were the American Diploma Project (ADP), the implementation of Senate Bill 74 of the 2002 General Assembly (advanced placement and dual credit), and the Kentucky Early Mathematics Testing Program (KEMTP). Moreover, new local P-16 councils were formed throughout the state to ensure policy initiatives are carried out in local districts.

Next year, the state P-16 Council will continue to pursue ADP, SB 74, and KEMTP. A study will be conducted to measure the impact of dual enrollment on postsecondary performance. Finally, local P-16 councils will continue to receive funding and support from the Council for their ongoing, grassroots work to improve education in the Commonwealth's communities.

American Diploma Project

Kentucky was one of five states selected to pilot the American Diploma Project, a national effort to make the high school diploma and secondary assessments more meaningful for college admissions, college placement, and the workforce. The other states were Indiana, Massachusetts, Nevada, and Texas. The project is sponsored by the National Alliance of Business; the Education Trust; Achieve, Inc.; and the Fordham Foundation.

The Council staff worked with P-12 teachers, faculty, the chief academic officers of public postsecondary institutions, the Partnership for Kentucky Schools, the Kentucky Chamber of Commerce, the state AFL-CIO, and the Office of the New Economy to establish benchmarks of college and workplace readiness in mathematics and English language arts. ADP sponsors were responsible for:

Kentucky was one of five states selected to pilot the American Diploma Project, a national effort to make the high school diploma and secondary assessments more meaningful for college admissions, college placement, and the workforce.

If endorsed by the Council and the Kentucky Board of Education, a minimum graduation requirement for Kentucky high schools, reflecting the ADP benchmarks, would make obsolete the need for a separate "pre-college curriculum," thereby helping every student succeed in college and the workplace.

- Directing a review of the assessment tools aimed at high school students and college freshmen.
- Organizing a comparative analysis of the skills that postsecondary faculty believe are necessary for college success with what is actually taught and tested in high school.
- Reviewing the high school coursework taken by workers in highly skilled and mid-level jobs to determine the curriculum most likely to produce success in a knowledge economy.
- Studying the legal implications of using high school accountability measures for admissions, placement, and hiring purposes.

The research phase of the project was completed in December 2002. On the basis of the pilot state studies, ADP staff compiled benchmarks of college and workplace readiness in mathematics and English language arts that have been reviewed by faculty and employers from across the country. In March 2003, the ADP team brought representatives to Kentucky's state P-16 Council to review the recommendations and define the policy changes needed to ensure high school students are prepared for college and the workplace. Staff from the Kentucky Department of Education and the Council on Postsecondary Education, as well as representatives from local P-16 councils, developed a state plan based on the policy panel review. In June, the plan was endorsed by the state P-16 Council and reviewed by the Kentucky Board of Education. When the benchmarks for college and workplace readiness are released nationally in November, changes to Kentucky's high school standards will be considered.

The following activities will be conducted next year to increase the rigor of the high school curriculum and decrease the need for remediation in college:

- Final ADP benchmarks will be shared with the chief academic officers of Kentucky's public postsecondary institutions, with the goal of placing any student who can demonstrate these competencies in mathematics and English language arts in credit-bearing coursework upon college admission. The Council will work with KDE to enable high school graduates to use their

performance on high school tests to demonstrate skills for college application and placement, as well as employment purposes.

- Because the writing portfolio is the only element of the Commonwealth Accountability Testing System directly correlated to individual student performance, the Council will work with the institutions to encourage use of the writing portfolio in college admissions and placement. Unfortunately, analytical essays (writing to demonstrate knowledge, seen as “college-survival” writing) are not currently part of Kentucky’s writing portfolio. Representatives from both the University of Kentucky and KCTCS have requested a study of the correlation of “proficient” or “distinguished” high school portfolios with subsequent college performance.
- If endorsed by the Council and the Kentucky Board of Education, a minimum graduation requirement for Kentucky high schools, reflecting the ADP benchmarks, would make obsolete the need for a separate “pre-college curriculum,” thereby helping every student succeed in college and the workplace.

Kentucky Early Mathematics Testing Program

The Council provides funding to support the Kentucky Early Mathematics Testing Program (created by SB 77 of the 2000 General Assembly). Administered by Northern Kentucky University with online capacity through the University of Kentucky, the program assesses the degree to which high school sophomores and juniors are prepared for college-level mathematics. By taking the KEMTP, students can identify and rectify weaknesses early enough to avoid developmental courses in college.

KEMTP is receiving national attention. The University of Oklahoma is developing an online test modeled after KEMTP, and Eastern Washington University is creating a testing program that students will access through the KEMTP website. Several high schools in Tennessee have administered the test to their students.

A recent study conducted by the UK College of Mathematics showed a strong correlation between performance on KEMTP and final grades in elementary calculus and college algebra. Among students who answered more than 70 percent of the questions correctly at the beginning of elementary calculus, roughly one-third received a final grade of A and roughly two-thirds received a grade of C or higher. Of students

The Kentucky Early Mathematics Testing Program is receiving national attention. The University of Oklahoma is developing an online test modeled after KEMTP, and Eastern Washington University is creating a testing program that students will access through the KEMTP website.

answering more than 70 percent correctly at the beginning of college algebra, nearly 40 percent received an A and over 70 percent received a grade of C or higher.

The KEMTP website was completely redesigned in 2001, and a traditional paper-and-pencil version was added in 2003. This method proved especially attractive to teachers as an in-class instructional device. After increasing from 3,010 students in 29 high schools in 2001 to 8,173 students in 72 high schools in 2002, KEMTP reached 8,496 students in 70 high schools in 2003. Program directors are working with state-wide programs such as GEAR UP Kentucky to expand its use in low-income schools.

Advanced Placement

Senate Bill 74 of the 2002 General Assembly directed the Council to develop an administrative regulation by December 31, 2002, that would standardize the college credit awarded for a score of at least "3" on any one of the College Board's advanced placement (AP) examinations. The Act also required the Council to publish, in print and electronic form, the AP scores necessary for credit in specific academic programs at Kentucky public and independent institutions.

The Council staff compiled the AP score information in print form and is in the process of publishing this information on the Web. The Council staff is working with KDE to examine ways to increase AP offerings through the Kentucky Virtual High School, as well.

The number of Kentucky high school juniors and seniors taking college-level courses is one indicator of their preparedness for postsecondary education. In addition to AP courses, the Council encourages dual enrollment as a way to increase college awareness and aspiration among high school students.

Dual Enrollment/Credit

The number of Kentucky high school juniors and seniors taking college-level courses is one indicator of their preparedness for postsecondary education. In addition to advanced placement (AP) courses, the Council encourages dual enrollment as a way to increase college awareness and aspiration among high school students. Presently, many such dual enrollment opportunities exist throughout the state; in particular, arrangements between KCTCS and area high schools have increased sharply.

Nevertheless, continued impediments to dual enrollment and credit include feared loss of annual daily attendance on the part of local school districts, as well as lack of tuition compensation for the postsecondary institutions (unless paid by the student). Next year, the Council will address some of the funding impediments faced

by local school districts and their postsecondary partners to develop a coherent, consistent statewide funding policy for dual credit.

Statewide Transfer Initiatives

The success of the KCTCS and LCC in enrolling large numbers of students in certificate, applied degree, and workforce programs has created both opportunities and challenges. While students in occupational programs are more focused on employment and less likely to transfer to a four-year institution, their career prospects and earning potential could be enhanced by a bachelor's degree. The Council and institutions developed an array of new transfer tools and programs in 2002-03 to encourage more applied associate degree completers to obtain a baccalaureate degree.

The Council implemented the first transfer initiatives in the mid-1990s. These "tools"—aimed at students completing Associate of Arts or Associate of Science degrees—guarantee the transfer of 60 credit hours and assure the transfer of all or part of general education coursework from one institution to another. In addition, the Council supports programs to improve transfer for the growing number of students in applied associate degree programs:

- Although most applied degrees have only 12-15 hours of general education courses, the Council and the institutions implemented a policy ensuring the transfer of these general education credits.
- Over 30 2+2 transfer frameworks have been created for specific applied associate degrees. These 2+2 transfer frameworks maximize the transfer of credits, including many technical courses, to related four-year degree programs. For example, a statewide 2+2 agreement in elementary education guarantees that students who complete the Applied Associate of Science degree can transfer coursework to a four-year teacher preparation program.
- Every university has committed to creating a "completer" degree. The completer degree accepts all coursework from any associate degree program and provides a special upper division program leading to the baccalaureate degree. For example, Northern Kentucky University's

The Council and institutions developed an array of new transfer tools and programs in 2002-03 to encourage more applied associate degree completers to obtain a baccalaureate degree.

completer program in organizational leadership overlays advanced coursework in management and leadership on any applied associate degree to prepare students for supervisory positions in their area of work.

Despite the great effort that has gone into creating transfer frameworks, few students are using them to their full benefit. To increase transfer rates, the following initiatives will be undertaken in 2003-04:

- The chief academic officers met in July 2003 to discuss increasing the utility of Kentucky's transfer tools. They committed to developing more flexible, student-oriented transfer frameworks and a more standardized process for certifying and accepting transfer student coursework.
- Council staff will work with institutions to increase goals for transfer and develop strategies for meeting them.
- All institutions will implement an online transfer information system by spring 2004. The Council supports the use of the Course Applicability System (CAS). Using this system, students can see how the courses they have taken (or plan to take) transfer to programs at other institutions.
- To educate key faculty about CAS and the transfer frameworks, the Council will hold regional workshops. Transfer brochures and posters created by the Council will be disseminated to faculty, advisers, and students.
- The Council staff will request data from the institutions that will allow for more detailed analysis of the performance of transfer students. The data will be used to create a Community College Feedback Report—modeled after the current High School Feedback Report—to show how students from individual community and technical colleges performed at each four-year university. This feedback can help the institutions better align two-year and four-year academic programs and improve transfer student success.
- The Kentucky Virtual University (KYVU) currently offers online associate transfer degrees and is increasing the number of 2+2 transfer frameworks online. These programs increase access and ensure maximum transfer of credits. Work will continue to enhance these offerings in 2003-04.

Despite the great effort that has gone into creating transfer frameworks, few students are using them to their full benefit.

Distance Learning

The KYVU plays a pivotal role in facilitating a seamless transition from high school or GED programs to postsecondary education. Online curriculum offered through the Kentucky Virtual Adult Education (KYVAE) website allows adult learners to access quality curriculum, resources, and instructional support anytime, anywhere. In less than two years, KYVAE has revolutionized the way services are delivered to citizens, and thousands more are enrolling online as a result. Adults at lower literacy levels can improve their basic skills, while others can study for a GED or enhance their employability skills. KYVAE was honored with a National Association of State Chief Information Officers (NASCIO) recognition award for innovative use of technology in September 2003.

The KYVU plays a pivotal role in facilitating a seamless transition from high school or GED programs to postsecondary education.

K-12 students can earn credit and access courses not available in their area through the Kentucky Virtual High School (KVHS), which partners with KYVU and local school districts. The KVHS offers 19 Advanced Placement classes and four years of foreign languages. Although primarily middle and high school students enroll, these courses are available to students in nonpublic schools and home schools as well.

Furthermore, the KYVU also helps high school students prepare for success in college. In 2003, KYVU partnered with the KVHS to develop programs responding to the federal requirements of the *No Child Left Behind Act*. Through this alliance, KYVU provides an online curriculum for K-12 students who may need supplemental educational services. Parents can select a KVHS teacher or a local teacher mentored by KVHS to deliver this curriculum. The KYVU also makes this online curriculum available to school districts that want to incorporate online learning into their established curriculum, GEAR UP Kentucky schools in particular. Currently, 46 K-12 students are being served. Next year, KYVU will align this curriculum to the KEMTP, which will allow students to hone their mathematical skills, identify weaknesses, and access specific modules in the online curriculum to increase their performance.

In addition to providing instruction to students, the KVHS is a statewide provider of online professional development for teachers, school councils and other education stakeholders. More information about KYVU is provided on page 138 of this report.

Seamlessness Policy Group

The Council has established three policy groups to focus on key themes for the upcoming year—seamlessness, affordability, and workforce/economic development. The seamlessness group will involve Council members and other policy makers in the development of policies to produce even stronger P-12 teachers, ensure that high school graduates and GED earners are adequately prepared, stop the leakage within the postsecondary system, and provide opportunities for life-long learning. Policy areas to be examined include:

The Council has established three policy groups to focus on key themes for the upcoming year—seamlessness, affordability, and workforce/economic development.

- The alignment of high school and adult education curricula with college and workplace expectations.
- The transfer of credits between postsecondary institutions.
- Postsecondary enrollment, retention, and degree production.
- Low-income and minority student access and success, including the role of distance learning.

Strategic Planning

In 1998, the Council established the public agenda called for in HB 1. *2020 Vision: An Agenda for Kentucky's System of Postsecondary Education* links advanced education to statewide priorities and economic growth in the 21st century. It explains how students, graduates, employers, the education community, and the general public can expect to benefit from the system's energies and efforts. *2020 Vision* positions Kentucky's colleges and universities as providers of a public good and their work as a means to an end.

2020 Vision is now five years old. In spring 2004, the Council will begin a systemwide strategic planning process to update it and its companion document, *Action Agenda 2001-06*, which articulates the Key Indicators of Progress. The faculty and staff of public and independent colleges and universities, policy makers, students and parents, small and large businesses, labor groups, the elementary and secondary community, community leaders, and concerned citizens will be involved in this

process. A series of forums will be held across the state to discuss the needs of the Commonwealth—its communities, employers, workers, and general citizenry—and what the postsecondary system can do to respond. Working closely with its education reform partners, the Council staff will refine the system’s public agenda and strategic implementation plans and present a draft to the Council for consideration in late summer or early fall 2004.

The Council also will coordinate a comprehensive enrollment projection and impact analysis. The analysis will update existing estimates of the undergraduate enrollment numbers necessary if Kentucky is to reach the national average on a variety of educational attainment and economic well-being indices by 2020. The information collected will include:

- population projections by county and age group.
- college-going rates by county.
- college-going rates by GED earners.
- participation rates of the population.
- first-year retention rates, transfer rates, and graduation rates for the associate degree and the bachelor’s degree.

The analysis also will include the development of a model to apply national averages to key postsecondary education data, which will result in Kentucky-specific enrollment projection numbers needed to establish goals and fulfill the legislative mandates of HB 1.

Funding Adequacy

A look at how well Kentucky’s postsecondary education system is funded should be viewed from three primary perspectives: 1) funding adequacy of the *system* at current enrollment levels relative to how well other states fund their postsecondary education systems and provide affordable access for students to attend college, 2) adequacy of funding for each institution at current enrollment levels compared to like institutions across the nation, and 3) funding adequacy relative to achievement of HB 1 goals.

2020 Vision positions Kentucky’s colleges and universities as providers of a public good and their work as a means to an end.

State Level Comparisons

State Appropriations

This section refers to commonly used measurements to compare Kentucky's fiscal or tax effort with that of other states. Tax effort is defined as the extent to which a government uses its fiscal or tax capacity to support postsecondary education.

Grapevine, a well-known higher education funding analysis report published by Illinois State University, provides one national indicator. *Grapevine* reports data on the total effort for higher education, including state appropriations for universities, colleges, and community colleges in each state, as well as state higher education agencies.

One of the key data elements of *Grapevine* is the ranking of states on appropriations of state and local tax funds for operating expenses of higher education, on both a personal income and a per capita basis. These data are important indicators of "ability to pay" and reflect policy priorities in the various states' budget processes.

For fiscal year 2002, *Grapevine* reports the following data for Kentucky compared to national averages and other states.

Rankings of States on Appropriations of State and Local Tax Funds for Operating Expenses of Higher Education per \$1,000 of Personal Income and Per Capita, FY 2002

Entities	Per \$1,000 of Income	Rank Among the States	Per Capita	Rank Among the States
Kentucky	\$10.65	10	\$266.75	16
National Median	\$8.51		\$246.77	

The following list represents the states that ranked above Kentucky when comparing state and local appropriations for operating expenses of higher education per \$1,000 of personal income:

1. New Mexico	\$15.78
2. Wyoming	13.39
3. Mississippi	13.10
4. North Dakota	12.11
5. Utah	11.60

6. North Carolina	11.32
7. Nebraska	11.25
8. Kansas	11.07
9. Iowa	10.90
10. Kentucky	10.65

The following list represents the states that ranked above Kentucky when comparing state and local appropriations for operating expenses of higher education per capita:

1. Wyoming	\$383
2. New Mexico	364
3. Nebraska	336
4. California	328
5. Alaska	322
6. Kansas	320
7. North Dakota	317
8. North Carolina	313
9. Iowa	296
10. Wisconsin	288
11. Hawaii	285
12. Mississippi	282
13. Illinois	280
14. Minnesota	278
15. Utah	268
16. Kentucky	266

These rankings demonstrate that Kentucky has made an above-average effort to provide operating funds to its postsecondary education system despite being a relatively poor, relatively small state.

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Kentucky's per capita personal income currently stands at about 82 percent of the national average, ranking 39th. In terms of population growth, Kentucky grew by only .6 of a percent during in the decade of the 1980s. Even though in the decade of the 1990s Kentucky's population grew more rapidly (about 9 percent), it still trailed the

national growth rate. According to the 2000 Census, Kentucky ranks 25th in total population.

It also should be noted that differing budgetary structures among the various states raise some questions about *Grapevine's* interstate state appropriation comparisons. For example, state appropriations for new economy programs and adult education are not necessarily counted as postsecondary education appropriations in other states while they are part of postsecondary education in Kentucky. These structural data reporting differences may distort the relative rankings of the states.

College Affordability

Another feature of state level comparisons is the affordability issue, i.e., how affordable is postsecondary education for Kentucky's students and their families. The National Center for Public Policy and Higher Education's *Measuring Up 2002* uses six indicators to grade the 50 states on affordability. The indicators are ability to pay (three indicators), state need-based aid, low-priced colleges, and student debt. While Kentucky received an overall grade of C in affordability, only five states received higher letter grades: California (A), Illinois (B), Minnesota (B), Utah (B), and Virginia (B). Of the 12 states receiving a grade of C, including Kentucky, only two states within the C group rank higher than Kentucky in their numerical score (North Carolina and Wisconsin). This means that overall only seven states were considered to be more affordable than Kentucky. Or, to put it another way, Kentucky is considered more affordable than 42 states, according to *Measuring Up* comparisons.

Within the affordability category, Kentucky performed particularly well on *Measuring Up's* "ability to pay" indicators. *Measuring Up* defines ability to pay as the share of family income needed to pay for tuition, fees, room and board, and other college expenses, minus student financial aid.

Kentucky is considered more affordable than 42 states, according to Measuring Up comparisons.

Percent of Income (Average of All Income Groups) Needed to Pay for College Expenses Minus Financial Aid		
Family Ability to Pay	Kentucky 2002	Top States 2002
At community colleges	17%	16%
At public 4-year colleges/universities	19%	18%

Thus, the percent of family income required to finance college in Kentucky, at both the two-year and four-year levels, is very close to the average percentage required by the “most affordable” top states, as identified in the *Measuring Up 2002* report.

Another indicator of affordability is student borrowing. Again, according to the *Measuring Up 2002* report, Kentucky students, on average, have relatively low student borrowing amounts; there are only four states (North Dakota, Mississippi, Iowa, and South Dakota) where students borrow less. Kentucky’s performance on the state need-based indicator lagged behind the performance of top states. In Kentucky, the aid low-income students receive from the state is 37 percent of the federal Pell grant aid. In *Measuring Up*’s top states, students receive more need-based aid from state sources than federal.

It should be noted that most of the data reported in *Measuring Up 2002* is 2000 data. This is the most current information available that allows for state-by-state comparisons. A report published in 2002 by the National Center on Public Policy and Higher Education, “Losing Ground,” indicates that in recent years families across the nation continue to find college less affordable as tuition rates increase and financial aid programs lose their buying power.

While not a complete measure of affordability, tuition rates represent the “sticker price” of going to college. A more current assessment of student tuition and fee rates, according to FY 2003 data published by the *Chronicle on Higher Education*, indicates Kentucky’s average public university and college student costs remain relatively low compared with those of other states. As the table below clearly indicates, Kentucky ranked 18th nationally in having the lowest average student tuition and fees rates for public universities and 24th in the lowest average tuition and fee rates for 2-year public colleges.

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Kentucky’s average public university and college student costs remain relatively low compared with those of other states.

**Average Student Tuition and Fees in
Kentucky as Compared to the National Average**

FY 2003	Public 4-Year Universities	Rank	Public 2-Year Colleges	Rank
National Average	\$4,115	—	\$1,675	—
Kentucky	\$3,327	18	\$1,975	24

Source: *Chronicle on Higher Education*

The Council has convened several policy groups to provide a more thorough analysis of important issues related to postsecondary education reform in Kentucky and to make policy recommendations regarding these issues based on these groups' reviews. One of these groups is the Affordability Policy Group, which met for the first time in November. The work of this committee will involve issues such as tuition policy, financial aid policy, quality of education, access for Kentucky's students, and the relationships between and among these issues. The work of this committee is expected to span the biennium.

Institutional Comparisons

The second perspective shows how well Kentucky's institutions of postsecondary education are funded at current enrollment levels compared to like institutions across the nation.

HB 1 eliminated the previous higher education funding formula, which had been in use from 1980 to 1996, and charged the Council with developing a new funding approach. Commencing with the 2000-02 biennium, a benchmark funding model was established to compare Kentucky institutions to other higher education institutions across the country, not merely within the Commonwealth or the surrounding region. A cooperative process involving the Council staff, the institutional presidents and their staffs, the Governor's Office for Policy and Management, and the Legislative Research Commission staff was used to develop a list of benchmark peer institutions having similar characteristics to Kentucky's institutions.

Once the benchmark lists were developed and approved, the Council staff analyzed the total public funds support (defined as state appropriation plus tuition and fee revenue) on a per full-time equivalent (FTE) student basis. Kentucky institutions were then compared to the benchmark schools based on this measure, with the Council endorsing a median funding approach whereby the goal was to bring all Kentucky institutions to at least the "benchmark median" of their peer institutions.

How are Kentucky's institutions faring using this method? For the 2002-04 biennium, the benchmark funding model indicated a funding gap of about \$146 million - the amount necessary to bring all Kentucky institutions to their benchmark medians (a midpoint value of funding per FTE for the benchmark institutions).

Analyses supporting the Council on Postsecondary Education's 2004-06 budget recom-

Analyses supporting the Council on Postsecondary Education's 2004-06 budget recommendation indicate that it would take almost \$315 million to bring Kentucky institutions to their benchmark medians.

mendation indicate that, using this same methodology, it would take almost \$315 million to bring Kentucky institutions to their benchmark medians. While Kentucky institutions have been making some progress in terms of increased state funding, the combination of a 23 percent increase in enrollment since 1998 and budget reductions in recent years means that the “institutional funding gap” under the benchmark funding model has continued to grow.

As the following table indicates, for the 2004-06 biennial period, for all but one of Kentucky’s ten institutions (including Lexington Community College) the benchmark funding model indicates the amount of General Fund support is less than 100 percent of the benchmark funding objective, with three institutions funded more than \$50 million below their benchmark funding objectives. Kentucky State University is the only institution which has exceeded its benchmark funding objective; however, KSU’s numbers are somewhat distorted because of its small enrollment relative to its benchmark peer institutions. (Based on a recently published consultant’s report by Baker and Hostetler, the Council has requested special initiative funding to assist KSU in increasing student enrollments in the next biennium.)

**Comparative Funding of Kentucky’s
Postsecondary Institutions**

Institution	General Fund Per FTE FY 03 (KY)	Benchmark Objective Funding Need per FTE (Median)	State General Fund as a Percent of the Benchmark Funding	Rank in Funding Need Compared to Number of Objective	Total Shortfall Relative to Benchmark Median Benchmark Institutions
EKU	\$5,544	\$7,341	75.52%	20/20	\$22,626,743
KCTCS	4,223	5,552	76.06%	8/10	56,024,300
KSU	10,100	8,289	121.85%	3/20	- 0 -
MoSU	5,336	7,531	70.85%	18/20	16,982,635
MuSU	5,729	7,608	75.30%	19/20	15,490,619
NKU	3,874	7,249	53.44%	19/20	36,648,598
UK	9,695	11,931	81.26%	11/20	50,538,796
LCC	1,341	4,864	27.57%	20/20	22,886,818
UofL	8,954	12,042	74.36%	18/18	50,601,410
WKU	4,522	7,341	61.60%	20/20	42,972,762
Total					\$314,772,681

This look at the comparative funding of Kentucky’s postsecondary institutions reveals the enormity of the task facing us. Given the state’s current fiscal environment, the

Over the coming year, the Council has committed to a complete review of all funding policies and procedures related to the benchmark funding model.

Council on Postsecondary Education recommended, as part of its 2004-06 budget request, that the benchmark funding objective be met over three biennia rather than in a single fiscal period.

Over the coming year, the Council has committed to a complete review of all funding policies and procedures related to the benchmark funding model. Planning for the review has already begun. Recommendations as a result of the review will be completed in time to present to the Council before the 2006-08 biennium.

The Other Major Revenue Source: Tuition and Fees

Any discussion of funding adequacy for institutions should address the matter of the relative cost for Kentucky's students. As the table below indicates, the relative share of the public funds' cost to educate students has increasingly tilted toward tuition revenue and away from state General Fund appropriations. Tuition's share of total public funds (state appropriation plus tuition and fees revenue) has increased from less than 31 percent in FY 1999 to close to 35 percent in FY 2002.

Institution	1999 Tuition Revenue	1999 State Appropriation	1999 Total Public Funds	1999 % Tuition of Public Funds	2000 Tuition Revenue	2000 State Appropriation	2000 Total Public Funds	2000 % Tuition of Public Funds
EKU	\$35,791,900	\$63,791,500	\$99,583,400	35.94%	\$43,577,400	\$69,449,500	\$113,026,900	38.55%
KCTCS	51,589,903	158,683,900	210,273,803	24.53%	68,496,900	178,573,700	247,070,600	27.72%
KSU	6,423,900	20,364,100	26,788,000	23.98%	9,202,800	22,515,300	31,718,100	29.01%
MoSU	21,102,600	38,812,500	59,915,100	35.22%	31,217,400	42,399,400	73,616,800	42.41%
MuSU	26,014,000	46,753,300	72,767,300	35.75%	33,937,300	51,673,700	85,611,000	39.64%
NKU	35,481,000	34,642,000	70,123,000	50.60%	47,735,000	43,303,000	91,038,000	52.43%
UK	109,710,200	286,524,800	396,235,000	27.69%	133,915,900	303,639,300	437,555,200	30.61%
UofL	67,009,000	160,345,000	227,354,000	29.47%	93,944,000	179,656,000	273,600,000	34.34%
WKU	36,066,600	58,072,500	94,139,100	38.31%	47,880,400	66,162,800	114,043,200	41.98%
TOTAL	\$389,189,103	\$867,989,600	\$1,257,178,703	30.96%	\$509,907,100	\$957,372,700	\$1,467,279,800	34.75%

Source: CPE Comprehensive Database form FD-1A, 1998-99 and 2001-2002

Looked at another way, over the three-year period from FY 1999 through FY 2002, as the table below indicates, while state appropriations increased by about 10 percent, tuition and fees revenue increased by over 30 percent.

**Increase in Tuition and Fees as
Compared to State Appropriation Increases**

Fund Source	FY 1999	FY 2002	Percent Change
Tuition and Fees	389,189,103	509,907,100	31.02%
State Appropriations	867,989,600	957,372,700	10.30%

Source: CPE Comprehensive Database form FD-1A, 1998-99, 2001-02

For decades, Kentucky has worked diligently to develop a fiscal structure that primarily subsidizes postsecondary education opportunities through common tax support or above average tax effort in exchange for maintaining low student tuition. Thus, Kentucky ranks comparatively high in tax effort and relatively low in average tuition and fees charged to the student, as indicated in these data. In this respect, Kentucky's fiscal structure for financing postsecondary education is similar, for example, to the states of North Carolina and California. Despite the success of this fiscal structure, a major shift has begun to take place, essentially substituting revenues traditionally generated through common tax support for revenues generated by students. Kentucky's recent shift is similar to developments in many other states.

Funding House Bill 1 Goals

The third perspective shows the true cost of increasing Kentucky's educational attainment levels to at least the national average by 2020 so Kentucky can successfully compete in the knowledge-based economy. This view supports the assumptions outlined in the postsecondary education reform agenda that the key to economic prosperity and an increased standard of living and quality of life in Kentucky is advanced education.

While institutional operating appropriations represent the base funding needs of the system, there are other costs associated with having an adequately funded system of postsecondary education. Kentucky is one of only a few states that has invested in research, science, technology, adult education, and workforce development in such a focused way. The strategic trust funds have been the primary mechanism for targeting the investment, even during recent years of fiscal austerity. The state appropriated \$350 million, and with dollar-for-dollar institutional matches through private donations, will provide \$700 million in endowments at Kentucky's institutions in support of

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research and excellence over the past three biennia through the Bucks for Brains program. In addition to those trust funds created by HB 1, the legislature has funded other important strategic initiatives such as the adult education and literacy program and the science and technology program.

The Council's budget recommendation for the 2004-06 biennium includes major funding for institutional capital needs (about \$378 million in state-supported bonds to construct new space and renovate existing facilities). In addition, the Council's budget request for the upcoming biennium requests \$10 million (which only covers a small portion of the need) for projected enrollment growth in fall 2004, \$73 million in funds for Bucks for Brains and related programs, and additional funds for both merit-based and need-based student financial aid.

According to the most recent data published by the National Science Foundation, the University of Kentucky ranked 36th among all public universities and colleges in total research and development expenditures (\$211.7 million) while the University of Louisville ranked 84th (\$72.8 million).

Funding Research and Development

One of the Council's five questions for measuring progress on postsecondary education reform is Question 5: Are Kentucky's communities and economy benefiting? A key metric the Council monitors is research and development expenditures, as measured by the National Science Foundation.

This metric represents an important policy issue, particularly for the University of Kentucky in its quest to achieve top-20 public research university status and for the University of Louisville in its goal to become a nationally-recognized, premiere metropolitan research university. According to the most recent data (federal fiscal year 2001) published by the National Science Foundation, the University of Kentucky ranked 36th among all public universities and colleges in total research and development expenditures (\$211.7 million) while the University of Louisville ranked 84th (\$72.8 million). To put the UK and UofL research and development numbers in perspective, the leading University of Kentucky peer benchmark institution in the research and development arena, the University of California at Los Angeles, had research and development expenditures in fiscal year 2001 totalling \$693.8 million while the leading University of Louisville peer benchmark institution, the University of California at San Diego, had \$556.5 million in total research and development expenditures this same year.

Another way to view the UK and UofL numbers is to understand that the "average" total research and development expenditure amount for a top-20 public univer-

sity or college in federal fiscal year 2001 amounted to about \$445 million, while the “average” for a top-100 institution amounted to about \$201 million. Thus, as these data indicate, while both the University of Kentucky and the University of Louisville have been making substantial progress in enhancing their respective research and development enterprises, major public research institutions across the country have been doing likewise, many at an accelerated pace.

Continuing to make progress on research and development-related metrics is vitally important to help advance Kentucky’s economy. The activities of Kentucky’s public four-year institutions, and particularly its two research institutions, thus become essential to the postsecondary education reform agenda’s ultimate goal of improving lives of Kentuckians. Research and development will help further Kentucky’s intellectual enterprise and, in turn, spur the building of business ventures. This enhanced economic activity will result in higher incomes and an improved quality of life for the citizens of the Commonwealth.

Next Steps

In 1998, the Council asked the RAND Corporation to conduct an analysis of Kentucky’s postsecondary education enrollments to determine how many additional students the Commonwealth needed to enroll by the year 2020 to be above the national average in educational attainment and college-going. The result of that study indicated that Kentucky’s 1998 total undergraduate enrollment number, about 160,000 students, would need to be increased by about 50 percent, to 240,000, or an additional 80,000 undergraduates. Given Kentucky’s success in enrolling more students during the first five years of reform, the Council revised its enrollment goals in 2001, projecting that the system would reach the goal of 80,000 additional students by 2015 instead of 2020.

In 2004, the Council plans to update this analysis and expand its scope to address the following questions:

1. How many students will be in the system by 2020 if Kentucky achieves its goal of being at or above the national average in educational attainment?
2. Does Kentucky currently produce enough degrees annually to close the gap by 2020? How many more degrees (by level) need to be produced above

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- and beyond the current level of production? What increases in enrollment, retention, and graduation rates are needed?
3. If these projections and goals are achieved, what impact will they have on Kentucky's personal income and tax base?
 4. What additional investment in the postsecondary system will be required to implement these and other reform goals, including affordability, research, and technology transfer?

Enhanced Economic Development and Quality of Life

Increasing the educational attainment of Kentucky's workforce is vital to the state's future economic development and the ability to compete successfully in the knowledge economy. Colleges and universities play an important role in training the current and future workforce and building and sustaining research and development capacity. As ideas generated from university research are commercialized, Kentucky will require a highly motivated, well-educated workforce. Kentucky also needs to create a thriving, entrepreneurial climate.

Overall, Kentucky's institutions have made good progress in increasing the research and development capacity of the state, as evidenced by their performance on a number of key indicators. However, accelerated progress is needed to reach statewide goals for total extramural research and development.

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Indicators Related to Economic Development

- Data released by the National Science Foundation in April 2003 show that combined extramural research and development expenditures at UK and UofL rose from \$173 million in 2000 to \$185 million in 2001. The goal is to reach \$1 billion in combined expenditures by 2020.
- Federal research and development expenditures for UK and UofL rose from \$92 million in 2000 to \$111 million in 2001. Kentucky is likely to meet its statewide goal for 2002.
- As part of its strategic plan for a knowledge economy, the Kentucky Innovation Commission has identified five research priority areas:

- Human Health and Development
- Biosciences
- Materials Science and Advanced Manufacturing
- Information Technologies and Communications
- Environmental and Energy Technologies

In 2002, endowments in these research priority areas rose to \$306 million, exceeding the statewide goal for 2002 and 2003.

- Expenditures from endowments and gifts in the research priority areas also increased, rising from \$11.7 million in 2001 to \$22 million in 2002.
- Research and public service grants at the comprehensive universities (three-year averages) have risen significantly since 1998, and exceed the goals established for 2002.

The Endowment Match Program matches state dollars with private donations to encourage research at UK and UofL, and to strengthen key programs at Kentucky's comprehensive universities.

Initiatives to Enhance Economic Development

Numerous activities and initiatives were undertaken in 2002-03 to enhance the state's economic development, which are described below.

"Bucks for Brains" Endowment Match Program

The Endowment Match Program matches state dollars with private donations to encourage research at UK and UofL, and to strengthen key programs at Kentucky's comprehensive universities. All funds, both public and private, must be endowed, which provides a perpetual source of funding for research-related activities. Endowment proceeds can be used for endowed chairs, professorships, fellowships, scholarships, and mission support at the public universities.

The General Assembly has appropriated a total of \$350 million to this program over the past six years. Of that amount, \$300 million was allocated to the two research universities, and \$50 million was allocated to the six comprehensive institutions. There have been three rounds of funding for the program: \$110 million in 1998-2000; \$120 million in 2000-02; and \$120 million in 2002-04. Once the institutions have fully matched their 2002-04 allocations, a total of \$700 million will be dedicated to the endowments of Kentucky's public universities.

During 2002-03, Kentucky's public universities added \$34.5 million in cash gifts and state funds to their endowments through the Endowment Match Program. These funds supported the creation of eight new endowed chairs and 11 new endowed professorships during the fiscal year, as well as multiple fellowships, scholarships, and mission support programs. Overall, between 1997 and 2003, the number of endowed chairs at all institutions increased from 55 to 170 (209 percent), and the number of endowed professorships increased from 53 to 235 (343 percent) since the program began.

Bucks for Brains has helped public universities attract quality researchers dedicated to advancing knowledge, developing products, building businesses, and improving the health and well-being of Kentucky's citizens. The program also has aided universities' efforts to attract federal research dollars to Kentucky. Between 1997 and 2001, federal research and development expenditures at Kentucky's research institutions increased from \$75.6 million to \$111.3 million, or by 47.2 percent. Over that same period, extramural research and development expenditures increased from \$105.2 million to \$185.0 million, or by 75.9 percent.

A fourth round of Bucks for Brains has been requested for 2004-06 totaling \$61 million—\$50 million to be divided between UK and UofL, \$10 million among the comprehensive universities, and \$1 million for KCTCS. The Council also requests \$217.9 million in construction to support Bucks for Brains faculty and other research programs.

HB 572 Knowledge Economy Programs

The *Kentucky Innovation Act* (HB 572 from the 2000 General Assembly) created a knowledge economy blueprint for Kentucky, with four new programs administered by the Council. The legislation created research and development support programs and provided the necessary fiscal stimulus to create, attract, incubate, and grow high-tech and biotech firms in Kentucky. These programs, combined with two already in existence, provide Kentucky's knowledge economy infrastructure. A more detailed description of these programs is available in the 2002-03 annual report (www.cpe.state.ky.us/facts/2002_03Annual_Report.pdf). Highlights from the report include:

- The Research and Development Voucher program is a \$3 million per year investment fund that enables small and medium-sized Kentucky-based firms to undertake research and development partnerships with Kentucky universities. Eleven companies have received \$1.2 million since the program began.
- The Rural Innovation program is a \$1 million per biennium investment fund that assists small, rural, Kentucky-based firms to undertake research and development. Funds must be used in partnership with a university or an appropriate third party. Forty-three Kentuckians have received \$512,900 in rural investment funds since the program began.
- The Commercialization fund contains \$750,000 per year that can be invested in university faculty to translate their research into marketable products. Nine faculty received \$627,552 in 2002 and 2003 for intellectual property commercialization.
- Regional Technology Corporations were designed to support clusters of knowledge-based businesses, primarily in rural areas of Kentucky. In 2002, the RTCs were recreated as satellites to innovation and commercialization centers, managed by the Office for the New Economy.
- The Kentucky Science and Engineering Foundation builds research and development excellence in the Commonwealth, particularly in Kentucky's priority research areas. KSEF has awarded \$4.1 million to individuals and companies since it was created.
- The Experimental Program to Stimulate Competitive Research was created in 1978 in response to congressional concern over the inability of some states to compete for federal research and development grants and contracts. Kentucky began participating in the program in 1986. Since that time, scientists and engineers at the universities have received awards from all major federal agencies with EPSCoR programs. In 2002 and 2003, Kentucky EPSCoR funded 188 research projects and infrastructure grants, totaling \$7.4 million and bringing in \$28.1 million federal matching funds.

Labor Market Information Survey

In November 2002, the Workforce Development Cabinet released the final report from its Labor Market Information Survey (LMI), a comprehensive study of labor supply and demand in Kentucky conducted by a consortium of researchers from UK and UofL. At the request of the Council staff, the Workforce Development Cabinet included a series of questions about educational attainment. Respondents were asked to indicate the positions for which they had the greatest demand, number of vacancies, required educational levels, and annual salaries.

Results of the LMI indicate that while the demand for low-skill workers in Kentucky remains high, the need for workers with a bachelor's degree exceeds the percentage of the population with the credential. Among the high-skill positions identified by employers, demand for healthcare workers was particularly strong. The Council will use these results to inform future policy and program approval decisions.

Workforce/Economic Development Policy Group

The Council has established a new Workforce/Economic Development policy group to examine key issues, including:

- Areas of knowledge and competency needed to compete in the current and emerging workplace.
- Policies and institutional strategies necessary to attract students into high demand jobs, anticipate and respond to changing educational demands, prepare workers in the state's shortage areas, provide educated Kentuckians for the workforce, and support Kentuckians who create their own businesses.
- Partners' roles and responsibilities in providing educational opportunities to workers.
- Goals and performance indicators appropriate for partners to ensure a high-performance, high-quality workforce and education system.
- Enhanced economic and educational effectiveness of Bucks for Brains and its links to research and development and commercialization programs and funding.
- Labor market projections.

Results of the LMI indicate that while the demand for low-skill workers in Kentucky remains high, the need for workers with a bachelor's degree exceeds the percentage of the population with the credential.

Conclusion

Effective partnerships with K-12 and adult education produced policies and programs that made Kentucky's educational system more "seamless"—in other words, more integrated, coordinated, and responsive to student needs. Likewise, the collaborative work of postsecondary institutions and business interests has improved Kentucky's ability to compete in the knowledge economy. Further improvement is needed to encourage more associate degree completers to transfer to baccalaureate programs. Increased funding will be necessary to raise Kentucky institutions to the funding level of their benchmark peers. Activities in 2003-04—most notably, full implementation of CAS and regional transfer workshops—will ensure continuing progress and address shortcomings.

Further improvement is needed to encourage more associate degree completers to transfer to baccalaureate programs. Increased funding will be necessary to raise Kentucky institutions to the funding level of their benchmark peers.

Goal 2

A major comprehensive research institution ranked nationally in top twenty public universities in the University of Kentucky

To compete with the nation's top comprehensive research institutions, the University of Kentucky must enroll and graduate more students and increase its research productivity. The following summarizes UK's performance on the Council key indicators in 2002-03. Goals for these indicators were established by the Council in consultation with the institution. This section also includes information on Lexington Community College.

CPE Key Indicators of Progress

UK met its performance goals for:

- Undergraduate enrollment, which increased from 17,284 in 2001 to 17,878 in 2002.
 - Graduate and first-professional enrollment, which increased from 6,764 in 2001 to 7,155 in 2002.
 - The systemwide retention rate of first-time freshmen, which increased from 86.1 percent in 2001 to 88.2 percent in 2002.
 - The number of community and technical college transfers to UK, which remained above the 2002 goal despite decreasing from 704 in 2001 to 700 in 2002.
 - The six-year graduation rate of bachelor's degree students, which increased from 57.2 percent in 2001 to 57.8 percent in 2002.
- The five-year graduation rate of transfer students (three-year average), which increased from 51.6 percent in 2001 to 53.5 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 80 percent of UK's undergraduate alumni were satisfied with instruction and faculty.
- 63 percent were satisfied with academic and student services.
- 71 percent were satisfied with their preparation for work.
- 67 percent "definitely would recommend" UK to a friend.
- An average of 52 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored UK higher than predicted on three of five benchmarks—"level of academic challenge," "active and collaborative learning," and "student interactions with faculty members"—and lower than predicted on "supportive campus environment" and "enriching educational experiences."
- Seniors scored UK higher than predicted on one of five benchmarks, "student interactions with faculty members," and lower than predicted on the remaining four.
- 16 percent of first-year students and 33 percent of seniors participated in a community-based project as part of a regular course.
- 48 percent of both first-year and senior students reported participating in volunteer work outside of class.
- 20 percent of first-year students and 33 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 18 percent of first-year and 22 percent of senior students reported that their experiences at UK contributed to the development of their voting behavior.

In the area of research and development:

- Extramural research and development expenditures rose from \$143 million in 2000 to \$151 million in 2001 (National Science Foundation data). UK's goal for 2002 is \$158 million. Preliminary data reported by UK to NSF indicates UK's 2002 total was \$162 million.
- Federal research and development expenditures rose from \$74 million in 2000 to \$86 million in 2001 (National Science Foundation data). UK's goal for 2002 is \$87 million. Preliminary data reported by UK to NSF indicates UK's 2002 total was \$100 million.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, UK showed continuous progress in six of eight objectives, qualifying for automatic eligibility status (i.e., UK was automatically eligible to add new degree programs in 2003). Performance for 2002-03 will not be available until January 2004.

Lexington Community College

LCC met its performance goals for:

- Undergraduate enrollment, which increased from 7,793 in 2001 to 8,270 in 2002.
- The number of students who transferred to a Kentucky four-year institution from LCC, which increased from 587 in 2001 to 658 in 2002.

LCC did not meet its performance goal for:

- The retention rate of first-time freshmen, which decreased from 65.6 percent in 2001 to 63.2 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 80 percent of LCC alumni were satisfied with instruction and faculty.
- 73 percent were satisfied with academic and student services.
- 71 percent were satisfied with their preparation for work.

- 74 percent of alumni surveyed “definitely would recommend” LCC to a friend.
- 48 percent of LCC alumni regularly participate in volunteer, charitable, or civic activities.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, LCC showed continuous progress on three of four objectives, qualifying for automatic eligibility status (i.e., LCC was automatically eligible to add new degree programs in 2003). Performance for 2002-03 will not be available until January 2004.

In 2001-02, President Lee T. Todd, Jr. appointed the Top-20 Task Force to identify the characteristics of a top-ranked public research institution and the indicators by which those characteristics could be measured. The work of the Task Force culminated in six essential characteristics, which formed the basis for a new strategic plan approved by the Board of Trustees in June 2003—The Dream & the Challenge.

Progress Toward National Prominence

UK uses several additional internal indicators and rankings that reflect progress toward becoming a top-twenty, public research university. In 2001-02, President Lee T. Todd, Jr. appointed the Top-20 Task Force to identify the characteristics of a top-ranked public research institution and the indicators by which those characteristics could be measured. The work of the task force culminated in six essential characteristics, which formed the basis for a new strategic plan approved by the board of trustees in June 2003—*The Dream & the Challenge*. Six major goals align with the characteristics essential to success:

1. Reach for national prominence
2. Attract and graduate outstanding students
3. Attract, develop and retain a distinguished faculty
4. Discover, share and apply new knowledge
5. Nurture diversity of thought, culture, gender and ethnicity
6. Elevate the quality of life for Kentuckians

Performance measures have been established to assess UK’s progress toward each of these six goals. Several measures represent information that has been used since HB 1 passed in 1997; moreover, these measures figure prominently in national rankings published by *TheCenter* and the National Science Foundation (NSF).

TheCenter Rankings

TheCenter is a research enterprise established by the University of Florida to assess and guide the improvement of university performance. In its annual report, the top American research universities are ranked across nine standard measures.

Although the 2003 report by *TheCenter* is not yet available, the table below depicts the rankings for the last three reports, covering the time period of 1998-2001. UK has made good, consistent progress in total and federal research expenditures, endowment assets, and post-doctoral appointees. Rankings for faculty awards, doctorates awarded, SAT scores, and national academy members have declined slightly since 2000. UK was ranked in the top 35 public institutions on three measures, and in the top 50 public institutions on seven of the nine measures.

University of Kentucky Ranking Among Public Institutions as Reported by *TheCenter* by Year and Measure

Report Year	Total Research	Federal Research	Endowment Assets	Nat'l Annual Giving	Academy Members	Faculty Awards	Doctorates Awarded	Post-doctoral Appointees	SAT Scores
2000	30	47	38	39	56	30	47	38	72
2001	30	47	39	51	58	29	40	41	75
2002	26	46	32	45	57	37	49	34	73

Shows gains in ranking from 2001-2002

Shows losses in ranking from 2001-2002

Note: A smaller number indicates a higher ranking.

UK was ranked in the top 35 public institutions on three measures, and in the top 50 public institutions on seven of the nine measures by TheCenter.

NSF Research and Development Expenditures Survey

To fulfill its research mission, UK is focusing resources on building a distinguished research faculty and recruiting high-quality graduate students. Over the past few years, UK has made significant progress in research productivity. According to NSF, total research and development expenditures in science and engineering fields at UK increased from \$161,346,000 in 1998 to \$211,721,000 in 2001, a 31 percent increase. With this increase, UK was ranked 36th among public institutions in total research and development expenditures, compared to a ranking of 46th in 1996-97, before the passage of HB 1.

According to NSF, total research and development expenditures in science and engineering fields at UK increased from \$161,346,000 in 1998 to \$211,721,000 in 2001, a 31 percent increase. With this increase, UK was ranked 36th among public institutions in total research and development expenditures, compared to a ranking of 46th in 1996-97, before the passage of HB 1.

Other State and National Accomplishments

These accomplishments further document UK's growing national reputation:

- UK was named a 2002 Harry S. Truman Scholarship Honor Institution, a prestigious national recognition for exemplary participation in the Truman Scholarship program. UK was selected for its active encouragement of outstanding young people to pursue careers in public service, its effective promotion of the Truman program on campus, and its sustained success in helping students win Truman Scholarships.
- In 2002-03, UK ranked among the top 15 public institutions in the number of National Merit Scholars enrolled in the first-year class.
- In 2001-02, UK was selected as one of only five comprehensive research universities in the nation entitled to award Beckman Foundation undergraduate research scholarships—totaling \$105,000 over the next three years—to six students. These students will conduct undergraduate research work in chemistry, biochemistry, and biological and medical sciences, with top UK faculty members in each of these disciplines serving as mentors.

Since the 1997-98 baseline year, sponsored project awards in the 11 RCTF programs at UK have grown from a total of \$38.6 million to \$76.9 million, representing a 98.9 percent increase and a significant return on the initial \$8 million investment in these programs.

Research Challenge Trust Fund Programs

HB 1 created the Research Challenge Trust Fund to support nationally recognized research programs at UK and UofL. Sponsored research awards in 11 RCTF-supported programs at UK have grown from a total of \$38.6 million in 1997 to \$76.9 million in 2003, representing a 98.9 percent increase and a significant return on the initial \$8 million investment in these programs (\$4 million RCTF and \$4 million institutional match). A comprehensive, annual report on UK's RCTF programs for 2002-03 is available at the Council. Highlights of the report include:

Multidisciplinary Excellence in Gerontology and Aging

The mission of this program is to become the nation's leading center for the integration of gerontological studies and multidisciplinary research on aging. This graduate program trains students to become gerontologists with a strong background

in specialized topics such as neurodegenerative disease, rural aging, and various health sciences. In 2002-03:

- Sponsored research awards totaled \$7.4 million, up from \$5.8 million in 1997-98.
- Eleven manuscripts were accepted for publication.
- The program completed co-sponsored research with the Kentucky Long-Term Policy Research Center and the University of Kentucky Survey Research Center to assess Kentuckians' preparation for retirement.

College of Medicine Tier 1 Departments

This program's objective is to develop integrated foci in the basic medical sciences involving aging and neuroscience and genetics and molecular biology in the Departments of Anatomy and Neurobiology, Biochemistry, Microbiology and Immunology, and Physiology. In 2002-03:

- Sponsored research awards totaled \$24.3 million, up from \$15.5 million in 1997-98.
- Two hundred twenty-five manuscripts were accepted for publication.
- Faculty were involved in a Food and Drug Administration Phase II/III trial assessing the use of GDNF for treatment of Parkinson's Disease.

Clinical Pharmaceutical Sciences Research and Graduate Training

This program prepares new health care professionals to become leading scholars in the evaluation of contemporary drug therapies and aims to be one of the nation's best centers for doctoral training in clinical pharmaceutical sciences. In 2002-03:

- Sponsored research awards totaled \$13.9 million, up from \$4.2 million in 1997-98.
- Eight manuscripts by graduate students and 37 by RCTF faculty were accepted for publication.

- College of Pharmacy faculty participated as co-investigators with other university researchers in the Colleges of Medicine, Engineering, Arts and Sciences, and Agriculture on grants totaling \$17.9 million.

Molecular Mechanisms of Toxicity

By enhancing its expertise in two major research areas—chemical carcinogenesis and neurotoxicology—this program aspires to be one of the top-20 toxicology programs in the nation. In 2002-03:

- Sponsored research awards totaled \$4.2 million, up from \$1.7 million in 1997-98.
- Thirty-four manuscripts were accepted for publication.
- The graduate program maintained the externally funded institutional National Research Service Award (NIEHS Training Grant).

Excellence in Computer Science and Electrical Engineering

The mission of this program is to build premier research and graduate training programs in computer science and electrical engineering. The former concentrates on the selected specializations of distributed computing and networking systems and their applications; the latter focuses on the specializations of electromagnetics and microelectronics. In 2002-03:

- Sponsored research awards totaled \$4.8 million, up from \$2.5 million in 1997-98.
- Forty-two manuscripts were accepted for publication.
- Major collaborations included Lexmark Inc., Cypress Semiconductors, Lixel Inc., and the Kentucky Science and Engineering Foundation.

Graduate Programs in the Department of Chemical and Materials Engineering and the Department of Physics and Astronomy

These programs support new faculty and graduate students who contribute to fundamental research in new materials and to applied research. Additionally, they aim to develop the expertise in materials sciences necessary to sustain an interdisciplinary program across experimental condensed matter physics (Department of Physics and Astronomy) and the Department of Chemical and Materials Engineering. In 2002-03:

- Sponsored research awards totaled \$4.8 million, up from \$2 million in 1997-98.
- Thirty-five manuscripts were accepted for publication.
- The faculty has a grant/loan from the Kentucky Science and Technology Corporation to develop superconducting levitation mixers for biopharmaceutical applications, and a subcontract from LevTech, Inc. to develop a novel bioreactor design using superconducting levitation.

Plant Sciences: Research, Grant Education, and Technology Transfer for Kentucky's Future

The objective of this program is to achieve international distinction for research and graduate education in a broad array of plant sciences. This initiative integrates strengths in several graduate concentrations, including crop science, plant pathology, plant physiology/molecular biology, plant science, soil science, horticulture, landscape architecture, and forestry. In 2002-03:

- Sponsored research awards totaled \$8.1 million, up from \$2.9 million in 1997-98.
- There were 70 active grants or contacts, up from 43 in 1997-98.

Interdisciplinary Focus in Biological Chemistry

The goal of the program is to build a nationally prominent specialization in biological chemistry, with particular expertise in bio-organic, bio-inorganic, and biotechnology applications. In 2002-03:

- Sponsored research awards totaled \$3.9 million, up from \$1.2 million in 1997-98.
- There were 49 active grants and contracts.

Graduate Programs in Economics and Business Administration

These programs enhance the graduate and professional programs in business administration and economics by strengthening faculty expertise in the areas of macroeconomics and the management of financial institutions. In 2002-03:

- Sponsored research awards totaled \$3 million, up from \$1.9 million in 1997-98.
- One hundred forty-eight manuscripts were accepted for publication.
- Thirty faculty members were involved in collaborative research and community outreach.

Psychology of Substance Abuse and Prevention

The development and application of effective prevention strategies in areas such as substance abuse has strengthened the Psychology Department, which hopes to rank among the top 25 percent of psychology departments at public institutions. In 2002-03:

- Sponsored research awards totaled \$2.1 million, up from \$700,000 in 1997-98.
- One hundred eleven manuscripts were accepted for publication.

Expanding the Frontiers of Geography (Social Theory)

The graduate program in geography aims to be one of the ten best programs in the nation, in part by adding faculty strengths in social theory and human geography. In 2002-03:

- Sponsored research awards totaled \$194,000, up from \$163,000 in 1997-98.
- Fifty-two manuscripts were accepted for publication.
- Major collaborations included the Kentucky Water Resources Research Institute, the Blue Grass Trust Community Planning Committee, Dry Stone Conservancy, the Woodford County Comprehensive Plan Update Task Force, and the Legislative Research Commission's Task Force on Community Services for Older People.

Graduate Student Support Initiative

To increase UK's ability to recruit the nation's most outstanding graduate students to its leading doctoral programs, this project will provide new graduate and assistant fellowship support packages for graduate students in programs currently judged to be the university's targets of opportunity. In 2002-03:

- Five hundred eighty graduate student publications appeared in refereed journals, up from 511 in 1997-98.
- There were 1,299 graduate student presentations at professional meetings, up from 747 in 1997-98.
- A total of \$764,000 was awarded in Kentucky Opportunity Fellowships.

Major Initiatives for 2003-04

Major initiatives for 2003-04 include the implementation of the new strategic plan—*The Dream & the Challenge*—and ongoing efforts to improve in several areas critical to successful reform as envisioned by HB 1.

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Strategic Plan Implementation

All units are now engaged in revising existing plans, or developing new ones, to align with the goals, objectives, and key indicators of *The Dream & the Challenge*. Efforts also are underway to identify the amount and source of funding necessary to achieve the mission, vision, and goals set forth in the plan.

Several major initiatives related to the new strategic plan are already being implemented. The new strategic plan has identified 14 priority areas for future development. These areas will help UK build upon or attain national recognition or advance the land-grant mission. In response, the Office of the Provost implemented the *Provost Incentive Program (PIP) for Targeted Faculty Hires* in 2003-04. Through internal reallocations of approximately \$2 million, 22 new faculty positions to support advancement in the priority areas have been filled, or are in the process of being filled:

- Behavioral health-risk research and training team (3)
- Interdepartmental program in race, ethnicity and civic identities of the Americas (3)
- Organic chemistry (1)
- Biology faculty development of genomics (1)
- Plant bioengineering (4)
- School of music (1)
- Neuroscience and AIDS (1)
- Translational molecular neurobiology (1)
- Secretases and Alzheimer's disease (1)
- Pathogenesis of selected agents (1)
- Lipid-mediated DNA damage (1)
- Oxidative stress (1)
- Cardiovascular research and training (1)
- Pharmacogenomics (1)
- Epidemiology (1)

UK's new strategic plan identified 14 priority areas for future development. These areas will help UK build upon or attain national recognition or advance the land-grant mission and improve the lives of all Kentuckians.

A *Committee on Academic Priorities*, comprised of faculty representatives throughout the university, was established in summer 2003. The purpose of the committee is threefold: 1) to evaluate progress made with the futures investments, 2) to consider new opportunities that the faculty regard as priorities, and 3) to pursue a course that will continue to move UK toward national prominence. The evaluation and consideration of potential research priorities, as conducted by the Futures Task Force, will become an ongoing activity designed to ensure that UK remains on the path toward national prominence.

Improvement Initiatives in Key Areas

Consistent with the Council on Postsecondary Education's Action Agenda, UK's primary emphases have been to improve the quality and success of undergraduates, improve research productivity, improve outreach and economic development throughout the Commonwealth, and increase available resources by growing the university's endowment with the help of Bucks for Brains. The following initiatives address areas where continued progress is essential or where progress has been limited or inconsistent:

To increase transfer enrollment and credit hours transferred, UK and LCC will:

- Concentrate on new efforts to recruit and enroll more transfer students. Specifically, an associate director of undergraduate admission now has direct responsibility for coordinating transfer recruitment at LCC and KCTCS institutions.
- Conduct more on-site visits to all KCTCS institutions to enhance the matriculation process of transfer students.
- Focus efforts on increasing transfer enrollment from LCC to four-year institutions. LCC will continue to pursue a Title III grant to fund a transfer center, where staff can assist students in reviewing their transfer options.
- Implement CAS, the Course Applicability System, which will make it easier for staff to assess the progress students have made toward an associate degree prior to transferring.

To increase retention rates, UK will:

- Fully implement the First-Year Experience Program to enrich students' freshman year, including the expansion of UK101-Orientation to UK, Discovery Seminars, the Academic Recovery Program, and new living-learning communities. In 2002-03, a faculty member in the Department of Educational Policy and Evaluation, with research expertise in college student success, was appointed first-year coordinator to integrate and oversee the various first-year initiatives. UK's goal is for every entering

Consistent with the Council on Postsecondary Education's Action Agenda, UK's primary emphases have been to improve the quality and success of undergraduates, improve research productivity, improve outreach and economic development throughout the Commonwealth, and increase available resources by growing the university's endowment with the help of Bucks for Brains.

Based on survey findings, UK is engaged in efforts to develop an "early-warning system" that will help advisers identify students who are academically at-risk. Survey results also will be used to evaluate the ongoing effectiveness of several programs that serve first-year students.

first-year student to participate in at least one activity designed to help establish connections with the university, integrate their academic and social lives, and improve retention and student success.

- Use results from the first-year survey to improve first-year enrichment courses. During the first week of the fall semester, first-year students complete a questionnaire asking them to report on their academic and social experiences in high school and their expectations for the first year of college. A follow-up survey administered midway through the following spring semester provides an opportunity to assess changes in attitudes, expectations, and self-reported behaviors. Based on survey findings, UK is engaged in efforts to develop an "early-warning system" that will help advisers identify students who are academically at-risk. Survey results also will be used to evaluate the ongoing effectiveness of several programs that serve first-year students.
- Promote the Academic Recovery Program to students placed on academic probation at the end of the fall semester. The course curriculum is structured around theories of personal development and educational success and is designed to improve engagement and academic commitment. In the first two years of operation, the retention rate for students on probation who completed the Academic Recovery Program was 78 percent, compared to 37 percent for students on probation who did not.

To increase degree completions, UK will:

- Develop a new scholarship enhancement program that uses matching funds provided by UK athletics and other sources to leverage private donations to increase the number and amount of undergraduate scholarships.
- Develop a pilot project for a four-year graduation contract, which will ensure that a student can graduate in four years if certain conditions are met. Initially, the Contract program will be piloted with at least one program in each college.

To increase total research and development expenditures, UK will:

- Attract and retain distinguished faculty.
- Provide sufficient research space and equipment. A new biological/biomedical sciences research building is scheduled to come online in October 2004.
- Facilitate faculty success in identifying and pursuing significant funding opportunities. With the reorganization to the provost model, research support efforts have been integrated and redesigned to include: 1) a \$1 million Major Research Equipment Grant program; 2) a Research Support Grant program to enhance the competitiveness of extramural research grant applications; and 3) a Research Activity Award program to stimulate new research and support existing research and scholarly activities.
- The Provost Incentive Funding Program, implemented in 2001-02, will continue to provide rewards to colleges that establish and meet research-related goals, such as increasing the number of grant and contract proposals submitted each year.

Finally, one of UK's most pressing needs is new funding. The university has announced the extension of the current capital campaign to \$1 billion. This extended campaign will continue to build UK's endowment in areas critical to Kentucky's well being and progress.

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Goal 3

A premier, nationally recognized metropolitan research university in the University of Louisville

To become a premier, metropolitan research university, UofL must increase its degree and research productivity while enrolling a larger, more diverse student body. UofL's performance on Council key indicators in 2002-03 is summarized below. Goals for these indicators were established by the Council in consultation with the institutions.

CPE Key Indicators of Progress

UofL met its performance goals for:

- Undergraduate enrollment, which increased from 14,131 in 2001 to 14,475 in 2002.
- Graduate and first professional enrollment, which increased from 5,573 in 2001 to 5,958 in 2002.
- The retention rate of first-time freshmen, which increased from 78.4 percent in 2001 to 80.8 percent in 2002.
- The number of community and technical college transfers to UofL, which increased from 326 in 2001 to 342 in 2002.

UofL did not meet its performance goals for:

- The six-year graduation rate of bachelor's degree students, which decreased from 33.3 percent in 2001 to 32.8 percent in 2002.
- The five-year graduation rate of transfer students (three-year average), which despite increasing from 39.8 percent in 2001 to 40.6 percent in 2002, remained below the goal.

According to the Council's 2001 Alumni Satisfaction Survey:

- 73 percent of UofL's undergraduate alumni were satisfied with instruction and faculty.
- 56 percent were satisfied with academic and student services.
- 62 percent were satisfied with their preparation for work.
- 37 percent "definitely would recommend" UofL to a friend.
- An average of 54 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored UofL higher than predicted on one of five benchmarks, "active and collaborative learning," and lower than predicted on "level of academic challenge," "student interactions with faculty members," "supportive campus environment," and "enriching educational experiences."
- UofL's scores for seniors were above predicted on three of five benchmarks—"active and collaborative learning," "student interactions with faculty members," and "enriching educational experiences"—and lower than predicted on the remaining two.
- 24 percent of first-year students and 38 percent of seniors participated in a community-based project as part of a regular course.
- 39 percent of first-year students and 45 percent of seniors reported participating in volunteer work outside of class.
- 26 percent of first-year students and 33 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 25 percent of first-year and 29 percent of senior students reported that their experiences at UofL contributed to the development of their voting behavior.

In the area of research and development:

- Extramural research and development expenditures rose from \$31 million in 2000 to \$34 million in 2001 (National Science Foundation data). UofL's goal for 2002 is \$46 million. Preliminary data reported by UK to NSF indicates UofL's 2002 total was \$57 million.
- Federal research and development expenditures rose from \$18 million in 2000 to \$25 million in 2001 (National Science Foundation data). UofL's goal for 2002 is \$35 million. Preliminary data reported by UK to NSF indicates UofL's 2002 total was \$39 million.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, UofL showed continuous progress in five of eight objectives, qualifying for quantitative waiver status (i.e., new degree programs had to be implemented under the waiver provisions during 2003). Performance for 2002-03 will not be available until January 2004.

Progress Toward National Recognition

UofL's mission to become a premier, nationally recognized metropolitan research university has been embraced in its 1998 strategic plan, the *Challenge for Excellence*. A "balanced scorecard" serves as the management tool that measures progress on key indicators associated with the following emphases: educational experience, research, creative and scholarly activities, diversity, partnerships and collaborations, and institutional effectiveness. Goals for each of the key indicators of progress have been identified through 2008. A complete accounting of UofL's performance on the balanced scorecard is available on its website, www.louisville.edu/opb/planning/planningscorecard/system.pdf.

Significant improvements include:

- There were 70 active grants or contacts, up from 43 in 1997-98.
- Average ACT scores for all entering freshmen increased from 21.4 in 1998 to 23.2 in 2002.

UofL's mission to become a premier, nationally recognized metropolitan research university has been embraced in its 1998 strategic plan, the Challenge for Excellence. A "balanced scorecard" serves as the management tool that measures progress on key indicators.

- The number of residential students increased from 1,865 in 1998 to 2,858 in 2002.
- The number of endowed chairs and professorships increased from 35 in 1998 to 87 in 2002.
- Federal funding excluding financial aid (awards) increased from \$15.9 million in 1998 to \$53.7 million in 2002.

Much of UofL's progress is due to significant investments in educational and research programs through reinvestment and reallocation, philanthropic fundraising, matching state funds, and external funding awards. For example, since the inception of Bucks for Brains, UofL has raised \$57.2 million in private donations. Public and private funds received in 2002-03 were used to support the creation of six new endowed chairs, two new endowed professorships, three new endowed fellowship programs, and one new research mission support fund.

Another direct result of UofL's research focus is an increase in patents, royalties, and business development. Licenses and U.S. patents have increased from 46 in 2000 to 56 in 2003. Business start-ups have increased from one to six during this same period. New businesses have grown from 38 in 2000 to 76 in 2003. Royalties and associated income have increased dramatically from \$10,626 in 1998 to \$470,419 in 2003.

Further evidence of the university's growing national recognition includes:

- The university was cited in the *Wall Street Journal* as one of the top 30 public institutions in preparing students for prestigious graduate schools.
- The Institute of Bioethics, Health Policy, and Law was recently recognized as one of the top two national centers for public health law.
- The new pediatric pharmacology research unit was recognized by the NIH's National Institute of Child Health and Human Development.
- The Center for Deterrence of Biowarfare and Bioterrorism received recognition by the Center for Disease Control. The Center for the Deterrence of Biowarfare and Bioterrorism's use of standardized patients (actors who can simulate various diseases) has received national attention.

The university was cited in the Wall Street Journal as one of the top 30 public institutions in preparing students for prestigious graduate schools.

- The School of Nursing received a grant (\$298,050) from the Department of Health and Human Services to establish a Center for Cancer Nursing Education and Research.
- The director of the Outcomes Research Institute was featured on the cover of the National Institutes of Health magazine as the lead story.
- UofL undergraduates include Truman Scholars, Udall Scholars, and Fulbright Scholars.
- The entrepreneurship program was ranked in the first tier by *Entrepreneur Magazine*.
- The Southern Police Institute was consistently ranked among the top three law enforcement educational and training institutes by the International Association of Chiefs of Police and the International City Managers Association.
- The Pan-African Studies program received a national ranking by *Black Issues in Higher Education*.

Research Challenge Trust Fund Programs

HB 1 created the Research Challenge Trust Fund to support nationally recognized research programs at UK and UofL. UofL submitted an annual report in October 2003—as required by RCTF guidelines—detailing program activities during the 2002-03 academic year (available from the Council or UofL upon request). Highlights of the report include:

Early Childhood Research Center

The Interdisciplinary Center for Research on Early Childhood Issues and Initiatives focuses on the assessment of cognitive and language abilities in infants, perinatal risk assessment and infant development, factors affecting intelligence and achievement in preschool and school-aged children, and prediction of developmental delays. In 2002-03:

- Sponsored research awards totaled \$795,706.
- Thirty-six manuscripts were accepted for publication.
- Collaborative engagements with local, regional, and state agencies/institutions numbered 25.

- The Language and Reading Development Research Program was one of 16 research centers across the nation identified by the National Institutes of Child Health and Human Development's Reading Research Program.
- Work continued to develop a commercial, cost-efficient, and effective device for the universal screening of newborn infants for speech sound discrimination.

Next year, the Interdisciplinary Early Childhood Research Center will conduct research projects addressing empirical questions in two core areas: growth and development of preschool abilities essential for early academic achievement and effectiveness of early childhood education and childcare programs in facilitating academic readiness skills.

Institute for Entrepreneurial Research

The Entrepreneurship Program at UofL's College of Business and Public Administration, a nationally-ranked program, is modeled on real-world business conditions. In 2002-03:

- Sponsored research awards totaled \$47,949.
- Eleven manuscripts and two books were accepted for publication.
- The Institute for Entrepreneurial Research was established, a collaborative research effort among 20 College of Business and Public Administration faculty. In 2002, the National Small Business Institute Directors Association selected the small business segment of this institute as the top program at any U.S. university.
- An international MBA program with entrepreneurial emphasis was established; to date, students are enrolled in the Singapore, Athens, and Panama programs.
- A Ph.D. program in entrepreneurship was approved.

Logistics and Distribution Institute

The Logistics and Distribution Institute (LoDI) is responsible for sustaining a high-quality research environment by facilitating interdisciplinary and applications-oriented research that will benefit both the Louisville academic and business

communities. LoDI also has developed cutting-edge instructional programs and curricula for students and local business employees seeking career-long education and training in logistics and distribution. In 2002-03:

- Sponsored research awards totaled \$1.3 million.
- Fifty-four manuscripts and two books were accepted for publication.
- The graduate certificate program in logistics and distribution was approved by the UofL board of trustees.
- Partnerships included the Center for Engineering Logistics and Distribution (CELDi), an NSF sponsored Industry/University Cooperative Research Center (I/UCRC). CSELDi is a four-university consortium consisting of UofL, the University of Arkansas, Oklahoma University, and Oklahoma State University.
- The Kentuckiana Dream Project was established with funding from the U.S. Department of Labor. This is a free job-training program designed to train eligible individuals on basic logistics skills needed for employment in the logistics and distribution industry.

Next year, the Logistics and Distribution Institute (LoDI) will continue to improve the skills and capabilities of the Greater Louisville workforce through its Graduate Certificate Program in Logistics and Distribution, executive training and workshop offerings, and a program to offer basic work skills training in logistics, distribution, and warehousing.

Molecular Medicine and Biotechnology

This program consists of eight focus areas: cancer biology, neuroscience, birth defects, vision research, genetics and molecular medicine, cardiovascular research, transplantation, and public health. The biomedical research in these areas involves interactions between faculty throughout the health sciences (medical, dental, nursing, public health and information sciences, James Graham Brown Cancer Center, bioethics, and health policy and law) and faculty in the Speed Scientific School of Engineering and the Kent School of Social Work. The molecular medicine and biotechnology program has a total of 91 full-time faculty, including 13 newly hired faculty in 2003. In 2002-03:

The UofL Medical School improved its rank in NIH funding from 93rd of 123 medical schools in 1999 to 76th of 125 in 2002. Most of this growth is due to the faculty members who are part of the molecular medicine and biotechnology program of distinction.

- Sponsored research awards totaled \$34 million.
- A total of 407 manuscripts and 11 books or book chapters were accepted for publication.
- The UofL Medical School improved its rank in NIH funding from 93rd of 123 medical schools in 1999 to 76th of 125 in 2002. Most of this growth is due to the faculty members that are part of the molecular medicine and biotechnology program of distinction.
- The James Graham Brown Cancer Center was awarded a \$11.1 million NIH COBRE grant and continues to work toward the goal of becoming an NCI designated cancer center.
- The Centers of Disease Control and Prevention and the Cabinet for Health and Human Services recognized several areas of national excellence at UofL, including bioterrorism response and preparedness training, cancer nursing research and care training, and public health policy and law research.

Next year, the molecular medicine and biotechnology program will focus on continued improvement of infrastructure and increasing funds to enable the clinical sciences research faculty to build programs of strength.

Major Initiatives for 2003-04

UofL is currently revising and updating its plan to incorporate the goals and objectives of the new administration through a revision of the balanced scorecard. Improvements in research and development expenditures, retention and graduation rates, and meeting the objectives of the Kentucky Plan for Equal Opportunities will be a particular focus for next year.

UofL's strategic plan was designed to span a 10-year period. The university is currently revising and updating its plan to incorporate new goals and objectives through a revision of the balanced scorecard. Improvements in research and development expenditures, retention and graduation rates, and meeting the objectives of the *Kentucky Plan for Equal Opportunities* will be a particular focus for next year.

To improve retention and graduation rates, UofL will:

- Implement a new initiative—*Vision*Focus*Action*—to promote a challenging and supportive academic environment and user-friendly student services. New academic programs will be selectively developed in targeted areas—academic challenge, student support services, the cultural and racial

climate, and communications with faculty and staff—to meet the interests and needs of students and the state. This initiative will help ensure that the quality of programs and services, as well as the academic environment and campus culture, remain a top priority as UofL moves forward.

- Maintain its focus on attracting and retaining the best and brightest students, which will be reflected in measures such as the improvement of average ACT scores.
- Set specific goals to increase the number of undergraduate students enrolled in honors courses and involved in research or creative activity in collaboration with faculty.
- Set specific goals for the number of doctoral degrees awarded and the number of disciplines graduating doctoral students to maintain Carnegie research extensive status.
- Establish a Center for Teaching and Learning.

To improve research and development expenditures, UofL will:

- Attract renowned scholars and researchers to join an already strong faculty through continued support from the Commonwealth's Research Challenge Trust Fund. The number of endowed chairs increased from 35 in 1998 to 92 in 2003. This program has encouraged private philanthropy and helped move the university's research agenda rapidly forward.
- Seek support from state and private sources to begin construction of a new research building on the health sciences campus. Modern research space will facilitate continued growth in the area of high-technology research.
- Implement the Cardiovascular Innovation Institute and continue progress toward a National Cancer Institute designation as a comprehensive cancer center.
- Seek private gifts to fund additional endowed chairs in areas that will move the economic development agenda forward—in particular, science and technology fields with an emphasis on collaborations between health science, engineering, and natural science faculty.

The number of endowed chairs increased from 35 in 1998 to 92 in 2003. The RCTF program has encouraged private philanthropy and helped move the university's research agenda rapidly forward.

- Work with Louisville metro government, Greater Louisville, Inc., and business and community organizations to serve the region and provide educational and research expertise to promote economic development.
- Pursue collaborative opportunities with medical center partners in the biomedical area, including the Louisville Medical Center Development Corporation and Greater Louisville Health Enterprise Network.

To increase diversity, UofL will:

- Implement a university-wide diversity plan comprised of unit-based plans. The plan, "Achieving Our Highest Potential," is a major strategic document covering the next six years.
- Appoint a Diversity Plan Monitoring Committee to monitor the progress of each unit.

Looking to the future, UofL will continue to pursue a Phi Beta Kappa Chapter in the College of Arts and Sciences, accreditation for the School of Public Health and Information Science, membership in the Order of the Coif for the Brandeis School of Law, a National Institutes of Health Cancer Center designation, and other such achievements that will bolster its national reputation and standing.

Goal 4

Regional [comprehensive] universities, with at least one nationally recognized program of distinction or one nationally recognized applied research program, working cooperatively with other postsecondary institutions to assure statewide access to baccalaureate and master's degrees of a quality at or above the national average

Kentucky's six comprehensive universities play a vital role in the educational attainment of Kentucky's citizens. Progress on Council and institutional goals for 2002-03 is discussed for each of the comprehensive universities, as well as initiatives planned for next year. Goals for these indicators were established by the Council in consultation with the institutions. Highlights of the programs of distinction are provided, but more detail can be obtained from the 2002 POD annual reports, available from the Council or the individual institutions.

Eastern Kentucky University

CPE Key Indicators of Progress

EKU met its performance goals for:

- Graduate enrollment, which increased from 1,890 in 2001 to 2,195 in 2002.
- The six-year graduation rate of bachelor's degree students, which despite decreasing from 37.2 percent in 2001 to 33.1 percent in 2002, remained above the goal.
- Research and public service expenditures per full-time faculty (based on a three-year average), which increased from \$31,388 in 2001 to \$40,306 in 2002.

EKU did not meet its performance goals for:

- Undergraduate enrollment, which despite increasing from 13,023 in 2001 to 13,053 in 2002, remained below the goal.
- The retention rate of first-time freshmen, which decreased from 73.4 percent in 2001 to 72.7 percent in 2002.
- The number of community and technical college transfers to Eastern, which decreased from 408 in 2001 to 392 in 2002.
- The five-year graduation rate of transfer students (based on a three-year average), which decreased from 52.7 percent in 2001 to 51.9 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 82 percent of undergraduate alumni were satisfied with instruction and faculty.
- 67 percent were satisfied with academic and student services.
- 71 percent were satisfied with their preparation for work.
- 59 percent "definitely would recommend" EKU to a friend.
- An average of 57 percent regularly participate in volunteer, charitable, or civic activities.

**According to the 2001 National Survey of Student Engagement
(which assesses undergraduate student experience):**

- First-year students scored Eastern higher than predicted on three of five benchmarks—"level of academic challenge," "student interactions with faculty members," and "enriching educational experiences"—and lower than predicted on "supportive campus environment" and "active and collaborative learning."
- Seniors scored ECU higher than predicted on all five benchmarks.
- 18 percent of first-year students and 42 percent of seniors participated in a community-based project as part of a regular course.
- 44 percent of first-year students and 52 percent of seniors reported participating in volunteer work outside of class.

- 26 percent of first-year students and 46 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 29 percent of first-year students and 33 percent of seniors reported that their experiences at Eastern contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Eastern showed continuous progress in four of eight objectives, qualifying for qualitative waiver status (i.e., new degree programs had to be implemented under the waiver provisions during 2003). Performance for 2002-03 will not be available until January 2004.

The EKU board of regents adopted a 2003-06 strategic plan, Moving Forward Together, that contained the following mission statement: "Eastern Kentucky University will be a leading comprehensive university in the Commonwealth of Kentucky, earning national distinction, where students come first."

Additional Institutional Measures

The EKU board of regents adopted a 2003-06 strategic plan, *Moving Forward Together*, that contained the following mission statement: "Eastern Kentucky University will be a leading comprehensive university in the Commonwealth of Kentucky, earning national distinction, where students come first."

To fulfill this mission and address the Council's indicators of progress, six EKU goals were developed. These goals were informed by a comprehensive performance evaluation and a review of Eastern's internal and external environments. Currently, Eastern is revising a comprehensive planning and evaluation process for quality enhancement that (1) provides for annual departmental/unit plans; (2) updates key indicator goals every three years; (3) links results to decisions about facilities, maintenance, technology, and budget; and (4) communicates institutional progress in an annual feedback report.

For the 2003-06 strategic plan, 51 performance indicators are being assessed. Eastern also relies on the Council's indicators of progress to gauge advancement toward Goal 4 in HB 1. The quality of baccalaureate and master's programs are assessed through the program review process and select student outcomes. Additional indicators focus on the number of specific transfer agreements, 2+2 programs, and partnerships with other postsecondary institutions; Eastern currently has a total of 26 such agreements. Other measures include the Graduating Senior Survey, EKU Alumni

Survey, Collegiate Assessment of Academic Proficiency, University Writing Requirement, and ECU Climate Survey.

A number of Eastern's measures focus specifically on increasing the number of students who matriculate from counties within its service region, which historically trails the rest of the state in educational attainment. From 1997-2002, Eastern has increased enrollment from its service region by 8 percent, from 7,495 to 8,099.

Program of Distinction

The College of Justice and Safety has served as a Commonwealth Program of Distinction for more than five years. Recently, several initiatives were established to facilitate a student's transfer from a community or technical college into this program, without loss of course credits. They include an associate of science degree in criminal justice at Somerset Community College that transfers to the ECU justice and safety program; an applied associate degree at Prestonsburg Community College that transfers to the ECU law enforcement program; and an applied associate degree in criminal justice at Hazard Community College that transfers to the ECU bachelor of science in criminal justice. Other significant accomplishments in 2002-03 include:

- The College of Justice and Safety led other colleges at ECU in obtaining federal, state, and private external funding for research, public service, and teaching endeavors: 26 awards in 2002-03 totaling over \$29.5 million.
- Several conferences and workshops were hosted by ECU, including an international conference focused on the academic field of police studies June 12-14, 2003. Forty-five police studies experts joined ECU faculty, staff, and graduate students for a "status check" on the police studies field. There were participants from across the U.S. and 16 different countries.
- The college worked with 53 local, state, and federal agencies and institutions on extensive, ongoing collaborations.
- Over 40 manuscripts were accepted for publication.

Next year, a new advisory board representing all facets of justice and safety will be established. Also, the college will expand distance learning initiatives and

The College of Justice and Safety led other colleges at ECU in obtaining federal, state, and private external funding for research, public service, and teaching endeavors: 26 awards in 2002-03 totaling over \$29.5 million.

collaboration at international levels and enhance its recruitment efforts, with special emphasis on attracting minority and female students and faculty.

Collaborative Programs and Initiatives

To improve access and enhance quality, Eastern has developed a number of cooperative programs and initiatives. Eastern's collaborative programs are displayed in the chart on page 134. Other community and statewide partnerships and initiatives during the 2002-03 academic year include:

- From fall 2001 through spring 2003, Eastern offered 269 courses and served 2,517 students through the Kentucky Virtual University.
- The University Center of the Mountains is a partnership of postsecondary institutions that gives Eastern Kentucky residents an opportunity to earn undergraduate and graduate degrees and professional certifications that address economic and workforce needs and community development. Partnering institutions include Hazard Community and Technical College and Morehead State University.
- Several initiatives have been implemented to expand credit course offerings to students at extended campuses in Corbin, Danville, and Manchester.
- The Department of Baccalaureate and Graduate Nursing in the ECU College of Health Sciences has increased its course offerings at Hazard and Southeast Community College through a grant from the federal government.
- ECU is one of nine postsecondary partners in a five-year, \$22 million National Science Foundation initiative (Appalachian Mathematics and Science Partnership Grant) to enhance the teaching and learning of P-12 mathematics and science in 51 Appalachian school districts.
- ECU is the recipient of a three-year, \$1.3 million National Science Foundation initiative (Enhancing Inquiry-Based Science in Math in Appalachian Middle Schools) to improve the teaching of science and math through the development and application of an inquiry-based discipline.
- ECU has established an agreement with Hazard Community College to offer a bachelor's degree in social work.

- EKU is collaborating with the Kentucky Office for the New Economy through housing the Eastern Innovation Regional Headquarters and Innovation Commercialization Center and operating satellite innovation centers, and through initiating homeland security partnerships and projects.
- The EKU Professional Education Fellows Program includes 61 fellows from the colleges and library who partner with school districts. For example, library staff assisted a school district in securing over \$215,000 in grants for library improvement.

Next year, Eastern will focus on improving enrollment, transfer, and graduation rates, as well as performance on EEO goals.

Major Initiatives for Next Year

Some of next year's most significant initiatives focus on improving enrollment, transfer, and graduation rates, as well as performance on EEO goals, which are areas of concern for Eastern.

To increase undergraduate and graduate enrollment, Eastern will:

- Enhance recruitment efforts and programs, including college fairs and career day programs (over 300 events in 2002-03), high school visits and receptions (over 400 in 2002-03), EKU Spotlight Days (campus preview programs for prospective students) across the state (over 3,500 participants in 2002-03), and campus visits (over 2,500 visitors in 2002-03).
- Hire a recruitment specialist in the University Diversity Office and increase personal interaction with recruits.
- Increase the number of courses and programs available through KYVU, and expand the availability of weekend and evening courses to better serve students in the region, including adults, using all available technology.
- Enhance Eastern's marketing and recruitment publications and implement an integrated marketing communications plan. An internal electronic newsletter on enrollment issues will help raise awareness across campus of current recruitment activities and objectives.
- Enhance facilities by completing construction projects. Two new buildings will provide effective programs to enhance students' university experience.

The new building for the recently accredited College of Business will offer facilities and technology required by current and future pedagogies. The new Health Education Center will promote healthy lifestyles through programming in a facility that includes cardiovascular and weight training facilities, aerobic training and teaching areas, a multi-purpose area (basketball and volleyball), and an indoor track.

To increase the number of transfers, Eastern will:

- Continue to participate in the statewide Course Applicability System and remain active on committees to better understand transfer issues in Kentucky.
- Work cooperatively with community colleges and independent institutions within the service region to develop more transfer agreements and partnerships.
- Hire a full-time transfer counselor and an assistant to evaluate transfer credits.
- Host transfer road shows to raise awareness of available options and tools that make transfer easier.
- Implement a transfer scholarship program to attract the best and brightest transfer students.

To improve the one-year retention rate of first-time freshmen, Eastern will:

- Enhance first-year retention programs, such as new student days, orientation classes, the Weaver Tutoring and Enrichment Center, the PLUS Mentoring Program, the First Steps to College Success Summer Bridge Program, the Academic Advising and Early Alert Program, Steps to Success, Life Skills Program, and FRESH TIPS—Freshmen Receiving Educational and Social Help Towards Improving Potential Success (for first-year and transfer minority students).
- Expand first-year programs to residence halls and create better linkages between academic programs and resident life through enhanced living/learning communities for both first-year and upper-level students.

- Develop retention efforts within academic departments. For example, the English department recently provided reassigned time for a faculty member to oversee student success activities in freshmen English classes.
- Participate in the American Democracy Project to prepare Kentuckians for life and work, and implement the LINKED program—Leaders Involved in Influencing Knowledge, Education, and Development, a student involvement and leadership program for first-year students, and develop and implement a comprehensive plan for minority student retention.

To increase graduation rates, Eastern will:

- Develop a seamless admission, registration, and advising model.
- Establish an early intervention program dealing with academic and personal issues.
- Establish a certification program for tutors and hire staff to provide one-on-one mentoring and tutoring.
- Expand student services at extended campus sites.
- Improve the retention of upper-level students in programs with low graduation rates.

To promote and support diversity, Eastern will:

- Continue the Diversity Faculty Recruitment and Retention Incentive Plan to hire more diverse faculty and staff.
- Enhance diversity scholarships for students, establish scholarships for children of prisoners, and create graduate assistantships for academic colleges for African-American Kentucky resident students.
- Continue to award Joanne Glasser Diversity Scholarships, Dr. Rodney Gross Scholarships, and MERR Scholarships.
- Implement the Ronald E. McNair Post-Baccalaureate Degree Program, one of six TRIO funded projects of the U.S. Department of Education. The goal of the program is to prepare students from under-represented segments in society to apply for doctoral programs.

- Develop, implement, and enhance services and programs directed toward retention and support of a diverse student body, such as an Office of Multicultural Student Affairs, a Black Graduate Student Association with national affiliations, Students Persisting in the College Environment mentoring program, historically black fraternities and sororities association, and a Zero Tolerance Program.
- Implement themes of diversity across the curriculum; enhance programs in African/African-American Studies, Women's Studies, and Appalachian Studies; and develop a Center of Race, Gender, and Culture Studies to integrate these programs.
- Participate in events, such as the Governor's Minority Student College Preparation Program (*It Takes a Village to Raise a Child*), Louisville Defender Minority Consumer Expo, Academically Proficient African-American High School Senior Conference, ECU College of Education Diversity Conference, YMCA Black Achievers, Louisville Urban League, and the Power Hour Workshop.

In 2003-04, ECU will launch its first-ever capital campaign, one of the top priorities of the ECU board of regents.

To increase net external funding, Eastern will:

- Launch ECU's first-ever capital campaign, one of the top priorities of the ECU board of regents. As the former executive vice president for institutional advancement at Towson University, President Glasser will focus even more on her responsibility to increase private funding for the campus in order to avoid tuition increases and diminished quality of services during tough economic times.
- Engage as many of ECU's nearly 90,000 alumni as possible. From October 2003 to April 2004, the Office of University Advancement will host alumni events in Louisville, northern Kentucky, Lexington, Danville, Corbin, London, Pikeville, Chicago, Philadelphia, Dayton, Columbus, Cincinnati, Atlanta, Nashville, Orlando, Tampa/St. Petersburg, and Ft. Meyers/Naples.
- Build the Sponsored Programs, Grants, and Contracts Office and increase the number of grant proposals submitted and funded.

- Develop and enhance the outreach efforts of the Small Business Development Center; the Center for Economic Development, Entrepreneurship, and Technology; the Justice and Safety Center; the Training and Resource Center; and other ECU centers and programs.
- Pursue and implement initiatives with the Kentucky Office for the New Economy through hosting the Eastern Innovation Regional Headquarters and the Innovation Commercialization Center and the operation of the Satellite Innovation Centers, and directing statewide safety and security initiatives.

Kentucky State University

CPE Key Indicators of Progress

KSU met its performance goals for:

- The number of community and technical college transfers, which despite decreasing from 19 in 2001 to 17 in 2002, remained above the goal.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$49,987 in 2001 to \$51,323 in 2002.

KSU did not meet its performance goals for:

- Undergraduate enrollment, which decreased from 2,165 in 2001 to 2,107 in 2002.
- Graduate enrollment, which decreased from 149 in 2001 to 146 in 2002.
- The retention rate of first-time freshmen, which decreased from 76.2 percent in 2001 to 62.3 percent in 2002.
- The six-year graduation rate of bachelor's degree students, which decreased from 33.5 percent in 2001 to 27.2 percent in 2002.
- Because of small cohort sizes, no performance goal has been established for the graduation rate of transfer students at KSU.

According to the Council's 2001 Undergraduate Alumni Survey:

- 74 percent of KSU alumni were satisfied with instruction and faculty.
- 59 percent were satisfied with academic and student services.

- 67 percent were satisfied with their preparation for work.
- 37 percent “definitely would recommend” KSU to a friend.
- An average of 59 percent regularly participate in volunteer, charitable, or civic activities.

**According to the 2001 National Survey of Student Engagement
(which assesses undergraduate student experience):**

- First-year students scored KSU higher than predicted on four of five benchmarks—“level of academic challenge,” “active and collaborative learning,” “student interactions with faculty members,” and “enriching educational experiences”—and lower than predicted on “supportive campus environment.”
- Seniors scored KSU higher than predicted on three of five benchmarks—“student interactions with faculty members,” “enriching educational experiences,” and “supportive campus environment”—and lower than predicted on the remaining two.
- 42 percent of first-year students and 40 percent of seniors participated in a community-based project as part of a regular course.
- 56 percent of first-year students and 72 percent of seniors reported participating in volunteer work outside of class.
- 27 percent of first-year students and 56 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 39 percent of both first-year and seniors reported that their experiences at KSU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, KSU showed continuous progress in seven of seven objectives, qualifying for automatic eligibility status (i.e., KSU was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Additional Institutional Measures

The following represent additional indicators by which KSU measures its progress toward the goals of HB 1:

- In 2002, 69 percent of education majors who took the PRAXIS II (teacher certification exam) passed, and 84 percent of prospective nursing associates passed the nursing licensure examination.
- Since fall 2002, a total of 12 baccalaureate and two associate degree programs have been eliminated because of low productivity.
- A "Rising Junior Assessment" (RJA) is administered to a sample of students with 60 hours of collegiate level credits to determine if they have acquired a quality liberal arts or general education. In fall 2002, 87 of 109 students who took RJA passed, for a pass rate of 79.8 percent.
- KSU administers student surveys to measure satisfaction with services each fall and spring semester. A goal of 90 percent was set for 31 services or service areas. Services with low satisfaction ratings over ten survey periods, and those with declining ratings, are given special attention by unit administrators. In spring 2003, ratings ranged from a low of 56.4 percent (dormitory maintenance) to a high of 88.9 percent (health services).
- Students filled out a survey that enabled KSU to improve its registration process. A goal of 90 percent was set for each service provided. Students' satisfaction increased on 11 of 20 questions included in the survey. Eight of the registration functions received an overall satisfaction rating of 90 percent or higher.

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Program of Distinction

KSU's aquaculture program has statewide responsibility for all aspects of aquaculture in Kentucky (KRS 260.039). Production acreage in Kentucky continues to increase; a recent assessment report by the VanErden Group, commissioned by the Governor's Office of Agricultural Policy, found that annual income for aquaculture in

Kentucky could readily exceed \$15 million with proper support for expansion, diversification, and technical assistance. Highlights in 2002-03 include:

- A new faculty position focused on aquaculture genetics. As many universities offering an aquaculture curriculum do not offer fish genetics, KSU recently created an Internet course for U.S. and international students. Twenty students from six states and three countries are currently enrolled.
- Twenty-five refereed journal articles were published or accepted in 2002-03, as well as eight book chapters and 56 scientific abstracts. Fourteen of the journal articles had student authors or co-authors, as did 29 of the published abstracts. Graduate and undergraduate students received seven research awards.
- Kentucky's preeminence in aquaculture led to Louisville's successful bid to host the 2003 national aquaculture conference. KSU provided a webcast of its 29 faculty and staff presentations.
- A national Telly Award was presented to the aquaculture program for an informational videotape designed for prawn farmers. That videotape, along with a complementary print guide, has been distributed to farmers in 41 states and 18 foreign countries via the web.

A recent assessment report by the VanErden Group, commissioned by the Governor's Office of Agricultural Policy, found that annual income for aquaculture in Kentucky could readily exceed \$15 million with proper support for expansion, diversification, and technical assistance.

Collaborative Programs and Initiatives

Kentucky State University entered into a number of collaborative programs and initiatives to increase the quality and access of its offerings, consistent with the objectives of HB 1. KSU's collaborative programs are reflected on the chart on page 134. Other significant partnerships include:

- Articulation agreements with the medical, dental, and engineering schools at UK, as well as the medical and dental Schools at UofL.
- An agreement with Murray State University to strengthen KSU's bachelor of arts in public administration program.
- A Memorandum of Agreement between KSU and Vanderbilt University to enable students to spend the first three years of their college career at KSU in a liberal arts program of study with a concentration in the area of

mathematics or science and the remaining two years at Vanderbilt in one of its engineering programs.

- An agreement for an engineering program with the University of Maryland designed as a typical five-year, two-degree program. The University of Maryland will admit and classify as a junior or senior a student who has fulfilled the requirements of the three-year program at KSU and all other requirements of the agreement.
- A memorandum of agreement between KSU and Florida A&M University (FAMU) for the dual degree program in engineering and physics and engineering and science. A minimum of three years of study will be completed in applied mathematics at KSU, and a minimum of two years of study for the remaining requirements for the baccalaureate degree in an engineering discipline will be completed at the College of Engineering at FAMU. After successful completion of the first year of the program at FAMU, the student will be eligible to receive the bachelor of science degree in applied mathematics from KSU.
- Arrangements with Lexington Community College, Jefferson Community College, and Maysville Community College, as well as Simmons Bible College in Louisville and Cynthiana, to offer KSU degrees and courses to their undergraduates.
- Work with the Governmental Services Center to design courses and programs to provide educational opportunities for state government employees.

The most significant initiatives planned for 2003-04 at KSU focus on increasing enrollment, retention, and graduation rates.

Major Initiatives for Next Year

The most significant initiatives slated for 2003-04 focus on increasing enrollment, retention, and graduation rates, which are areas of concern for KSU.

To increase enrollment, KSU will:

- Continue the Summer Bridge Program to provide skill development opportunities for high school students who are academically unprepared for college-level work.

- Strengthen programs such as the Community Outreach Motivational Education Program for minority high school students under-represented in the science, engineering, and mathematics fields; the Transportation Institute for rising ninth- and tenth-graders; the Summer Youth Health Program to introduce eighth- and ninth-grade disadvantaged and African-American students to health care career opportunities; and the Summer Research and Extension Apprenticeship Program that supports 30 students to receive hands-on research and training experiences through a six- to eight-week project development session.
- Enhance overall university marketing strategies and develop more aggressive recruitment initiatives with KSU alumni.
- Increase recruitment efforts in KSU's service region and other areas densely populated by African Americans (e.g., Louisville and Lexington).
- Enhance relationships with middle school and high school counselors and administrators.
- Develop partnerships with regional churches to provide recruitment information directly to youth who attend affiliated churches throughout the state.
- Increase both academic and performance scholarships.

To improve retention and graduation rates, KSU will:

- Revamp the First-Year Experience (FYE) program, strengthen the University Orientation Class (UNV 101), and include freshman convocations with topics addressing academic, social, economic, and cultural challenges.
- Strengthen student support services, such as the Communication Skills Center (CSC) and the Peers Empowering Peers (PEP) program.
- Develop a center for non-traditional students that will provide mentoring and tutorial services.
- Increase evening and weekend course offerings on and off campus to better accommodate students' educational needs.
- Increase online and alternative course offerings through the Office of Community and Distance Education.
- Enhance opportunities for faculty development.

Morehead State University

CPE Key Indicators of Progress

Morehead met its performance goals for:

- Undergraduate enrollment, which increased from 7,268 in 2001 to 7,712 in 2002.
- The six-year graduation rate of bachelor's degree students, which despite decreasing from 45.6 percent in 2001 to 43.8 percent in 2002, remained above the goal.
- The five-year graduation rate of transfer students (three-year average), which increased from 56.6 percent in 2001 to 57.1 percent in 2002.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$14,579 in 2001 to \$17,953 in 2002.

Morehead did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,759 in 2001 to 1,678 in 2002.
- The retention rate of first-time freshmen, which despite increasing from 75.0 percent in 2001 to 75.1 percent in 2002, remained below the goal.
- The number of community and technical college transfers to Morehead, which despite increasing from 265 in 2001 to 272 in 2002, remained below the goal.

According to the Council's 2001 Undergraduate Alumni Survey:

- 82 percent of Morehead's undergraduate alumni were satisfied with instruction and faculty.
- 67 percent were satisfied with academic and student services.
- 73 percent were satisfied with their preparation for work.
- 60 percent "definitely would recommend" Morehead to a friend.
- An average of 52 percent of Morehead alumni regularly participate in volunteer, charitable, or civic activities.

**According to the 2001 National Survey of Student Engagement
(which assesses undergraduate student experience):**

- First-year students scored Morehead higher than predicted on all five benchmarks: "level of academic challenge," "active and collaborative learning," "student interactions with faculty members," "enriching educational experiences," and "supportive campus environment."
- Seniors scored Morehead higher than predicted on three of five benchmarks— "active and collaborative learning," "student interactions with faculty members," and "enriching educational experiences"—and lower than predicted on the remaining two.
- 26 percent of first-year students and 44 percent of seniors participated in a community-based project as part of a regular course.
- 46 percent of first-year students and 50 percent of seniors reported participating in volunteer work outside of class.
- 31 percent of first-year students and 43 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 38 percent of first-year students and 33 percent of seniors reported that their experiences at Morehead contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Morehead showed continuous progress in seven of eight objectives, qualifying for automatic eligibility status (i.e., Morehead was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Morehead recently issued its second annual report card measuring progress in meeting the goals and objectives of Kentucky's 2001-2006 strategic plan. The plan focuses on meeting the goals of HB 1.

Additional Institutional Measures

Morehead recently issued its second annual report card measuring progress in meeting the goals and objectives of Kentucky's 2001-2006 strategic plan. The plan focuses on meeting the goals of HB 1.

Additionally, Morehead continues to strengthen its institutional effectiveness. Key achievements in this area include:

- Implementation of a web-based unit planning system that shows how Morehead's strategic plan is operationalized by each academic and administrative support unit, including annual assessments and the tracking of continuous improvement on specific unit objectives and initiatives.
- Annual assessments that measure: the number and effectiveness of collaborative academic agreements with other postsecondary institutions; participation in the KYVU; availability of Internet courses and programs; and access throughout the service region at five extended campus centers.

Program of Distinction

The Institute for Regional Analysis and Public Policy (IRAPP), Morehead's program of distinction, is gaining a national reputation. Highlights of the 2002-03 academic year and plans for next year include:

- IRAPP established a dual degree program (BA/MPA) with the University of Kentucky's Martin School of Public Policy, whose MPA program is ranked in the top 10 nationally. This dual program allows IRAPP students to simultaneously work on their BA and MPA through concurrent enrollment. Two May 2003 graduates were admitted to the program for the current academic year, and two students will apply for fall 2004 admission.
- The Center for Virtual Appalachia (CVA) links users to Appalachian data, resources, history, and culture. In 2002-03, CVA attracted over 4.7 million visitors—a 175 percent increase over the previous period.
- *The Federalism Report* is published quarterly in collaboration with the Center for the Study of Federalism at the Robert B. and Helen S. Meyner Center for the Study of State and Local Government, Lafayette College. This is the official publication of the federalism and intergovernmental relations research section of the American Political Science Association and the International Political Science Association.
- IRAPP received \$3 million in new grants in 2002-03. Six were federal proposals for \$2.8 million; two were state proposals for \$130,116; and five were local government, corporate, and foundation proposals for \$16,655. The average award amount for IRAPP during 2002-03 was \$229,497.

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- IRAPP faculty and staff published numerous scholarly articles, monographs, reviews, and citations. There were 32 published books and articles in 2002-03, and eight scholarly abstracts. Thirty-eight conference presentations were made.
- *The Atlas of Appalachia* will be published by IRAPP with support from WKU, UK, East Carolina University, and Marshall University. The atlas will be released on CD ROM in early 2004 to allow for inclusion of selected 2000 census data; portions will be available on the World Wide Web.
- The Office of Economic Development and Research Outreach will be created as a joint program between Morehead's College of Science and Technology and IRAPP. This effort will connect research and science to the region and provide the type of telecommunications infrastructure necessary to make eastern Kentucky competitive in the information age economy. IRAPP will deploy two weather stations, manage a weather database and archive, and conduct related research of value to the region.
- Community Outreach Partnership Center: Through an award from the U.S. Department of Housing and Urban Development, IRAPP will establish a Community Outreach Partnership Center in January 2004.

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Collaborative Programs and Initiatives

Morehead entered into a number of collaborative programs and initiatives to increase the quality and access of its offerings. Morehead's collaborative programs are listed in the chart on page 134; significant community and statewide partnerships include:

- Kentucky Academy for Central and Eastern European Studies: This partnership initiated by Morehead with UK, Murray, KCTCS, and Georgetown College fosters a better understanding of social, political, cultural, and economic perspectives in collaboration with central and eastern European institutions of higher education.
- The College Cadet Program: Morehead initiated a teacher recruitment partnership with KCTCS and ten high schools to offer a dual credit course for students considering teaching as a career.

- **Mathematics and Science Partnership:** The College of Science and Technology, in collaboration with the College of Education, has submitted a proposal to establish a Tiered Mentoring Program in cooperation with the Kentucky Department of Education, the U.S. Forest Service, the East Kentucky Science Center, PRIDE, and 12 public school districts in eastern Kentucky.
- **Commonwealth Educational Opportunity Program:** Morehead collaborated with Hazard Community and Technical College, Southeast Community and Technical College, and Eastern to implement this federally funded program in southeast Kentucky that encourages low-income and first-generation adults to pursue postsecondary education.
- **Partnerships Between Local Schools and Faculty:** The P-16+ Coordinator is helping establish partnerships between local schools and faculty members in arts and sciences as well as education. Forty faculty members participate in area schools through the “Professors in the Schools” fellowship.
- **Appalachian Mathematics and Science Partnership Grant:** Morehead is one of nine postsecondary partners in a five-year, \$22.5 million National Science Foundation initiative to enhance the teaching and learning of P-12 mathematics and science in 51 Appalachian school districts.
- **Freshwater Shrimp Project:** In collaboration with Rowan Technical College and Kentucky State University, Morehead’s agricultural sciences faculty and staff assist the Mt. Sterling Shrimp Cooperative by establishing a demonstration facility at the university farm laboratory.
- **Ohio River Basin Consortium:** This collaborative effort between Morehead, NKU, UK, Murray, and Thomas More College builds relationships between industry, higher education institutions, and government to help solve water-related environmental issues.
- **Reading the River:** This is a multi-university partnership that enhances water quality monitoring, science education, and community involvement in water resources.
- **Space Science Center:** Morehead’s College of Science and Technology collaborated with NASA, NOAA, CPE, Kentucky state government, UK, and the Center for Rural Development to establish the Space Science Center.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving enrollment, transfer, graduation, and retention rates, which are areas of concern for Morehead.

To increase enrollment and access, Morehead will:

- Develop strategies to increase the number of GED graduates and adults pursuing postsecondary education.
- Collaborate with KCTCS and other postsecondary institutions to continue the University Center of the Mountains and other collaborative efforts to increase student access and success.
- Develop more graduate and undergraduate degree programs available through distance learning.
- In collaboration with KYVU, offer the master's in industrial education and technology online. The complete program should be available by fall 2005.
- Develop the registered nurse component of the bachelor of science in nursing to provide content delivery of courses online through the KYVU.

To increase the number of students transferring from KCTCS, LCC, and other universities, Morehead will:

- Develop additional transfer programs with KCTCS and LCC.
- Work with KCTCS and LCC advisers and faculty to keep them informed of transfer agreements and the transfer process.
- Improve student advising on available transfer options and tools.
- Streamline processes for admitting transfer students and evaluating transcripts.
- Implement the Course Applicability System and participate in statewide committee meetings and training sessions.

Next year, Morehead will focus on improving enrollment, transfer, graduation, and retention rates.

To improve graduation and retention rates, Morehead will:

- Continue to implement student support services to increase student academic success, especially through the Center for Teaching and Learning.
- Refine its retention plan to further improve the success of all students, especially minority, transfer, under-prepared, and adult students.
- Develop an articulation agreement with KCTCS to define specifically the courses KCTCS graduates need to take at both a KCTCS institution and Morehead to complete their associate and bachelor's degrees. Explore the possibility of offering the bachelor's degree in business online.
- Develop an MOA with KCTCS to facilitate the transition of applied nursing degree completers to the bachelor's of science degree in nursing.

Murray State University

CPE Key Indicators of Progress

Murray met its performance goals for:

- Undergraduate enrollment, which increased from 7,776 in 2001 to 8,088 in 2002.
- The six-year graduation rate of bachelor's degree students, which increased from 55.0 percent in 2001 to 55.4 percent in 2002.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$5,348 in 2001 to \$6,057 in 2002.

Murray did not meet its performance goals for:

- Graduate enrollment, which decreased from 1,872 in 2001 to 1,832 in 2002.
- The retention rate of first-time freshmen, which decreased from 77.8 percent in 2001 to 77.0 percent in 2002.
- The number of community and technical college transfers to Murray, which decreased from 326 in 2001 to 317 in 2002.
- The five-year graduation rate of transfer students (three-year average), which decreased from 61.8 percent in 2001 to 60.6 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 85 percent of Murray's undergraduate alumni were satisfied with instruction and faculty.
- 70 percent were satisfied with academic and student services.
- 75 percent were satisfied with their preparation for work.
- 63 percent "definitely would recommend" Murray to a friend.
- An average of 56 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored Murray higher than predicted on three of five benchmarks—"student interactions with faculty members," "enriching educational experiences," and "supportive campus environment"—and lower than predicted on "active and collaborative learning" and "level of academic challenge."
- Seniors scored Murray higher than predicted on one of five benchmarks, "enriching educational experiences," and lower than predicted on the remaining four.
- 19 percent of first-year students and 30 percent of seniors participated in a community-based project as part of a regular course.
- 49 percent of first-year students and 52 percent of seniors reported participating in volunteer work outside of class.
- 30 percent of first-year students and 37 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 27 percent of first-year students and 32 percent of seniors reported that their experiences at Murray contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Murray showed continuous progress in six of eight objectives, qualifying for automatic eligibility status (i.e., Murray was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Ten indicators are used to gauge Murray's progress, each of which is essential to realizing the institution's mission and distinct role in the state's postsecondary system. Murray is equally serious about the specific HB 1 mandate to provide programs of a quality at or above the national average.

Additional Institutional Measures

Ten indicators are used to gauge Murray's progress, each of which is essential to realizing the institution's mission and distinct role in the state's postsecondary system. Murray is equally serious about the specific HB 1 mandate to provide programs of a quality at or above the national average. The following measures, while not exhaustive, focus most directly on promoting increased access and educational opportunity for all citizens in west Kentucky while ensuring a wide array of quality baccalaureate and master's programs:

- Maintain a six-year graduation rate at or above the national average and be among the leading institutions in the Commonwealth with respect to the five-year graduate rate of Kentucky transfer students.
- Enhance collaboration with KCTCS and other institutions and provide more transfer programs with options for distance learning.
- Attract a talented, diverse faculty and a more diverse student body.
- Persist in efforts to maintain or increase Murray's national standing and the percentage of nationally accredited programs. For example, Kaplan's *College Guide* ranks Murray 38th in the nation among all public and private universities for academic quality and affordability.

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Program of Distinction

The Telecommunications Systems Management program (TSM) is Murray's program of distinction. Some of the highlights of the 2002-03 academic year include:

- Sponsoring a successful national conference in Louisville and hosting a regional conference on economic development entitled “Digital Communities.”
- Providing junior and senior level courses online; initiating an online master’s program; and launching 19 short online courses for professionals in need of re-tooling and training in telecommunications technology.
- Securing over \$500,000 in grants.
- Founding the National Academic Telecommunications Education Association.
- Creating and maintaining the largest telecommunications database in the world (eXroads.com).
- Advising the Economic Development Board of Crittenden County to build an educational training center and working with Madisonville Community College and the Crittenden County School District on the Training Center Curriculum Development Task Force.
- Participating in the *Telehealth Project* to create nine sites in rural Kentucky equipped with diagnostic and communication equipment for use by medical specialists for patient interaction and employee training.
- Providing leadership for the *Connect Kentucky Project* to assess the state’s infrastructure for Kentucky’s new economy.
- Hosting four career days to introduce 200 high school students to career opportunities in information technology fields and establishing a high-tech laboratory on Murray’s campus to support high school students who attend training days and summer workshops.

Murray launched 19 short online courses for professionals in need of re-tooling and training in telecommunications technology through its program of distinction.

Next year, the TSM program will focus on planning and marketing the national conference; promoting the National Telecommunications Association; developing an expanded series of short courses to serve the needs of the telecommunications technology profession; and reviewing and revising the graduate program to respond to recent changes in the industry.

Collaborative Programs and Initiatives

Murray undertook several major collaborative initiatives during 2002-03, many of which resulted in community and statewide partnerships. Cooperative programs are reflected in the chart on page 134. Other highlights include:

Next year, Murray will focus on improving transfer and retention rates.

- Murray signed a letter of intent with the English department at KSU to exchange faculty presentations, enter into shared research initiatives, and provide two graduate assistantships to promising KSU graduates in English and creative writing. A joint program in creative writing will be explored.
- Murray's Department of History is offering a history course on ITV to serve Morehead students. This is a pilot for more widespread cooperation on the master's program in history.
- Murray's Teacher Quality Institute established a dual credit teacher education program that enables qualified high school seniors to take EDU 103 (KCTCS ED 201) in the fall semester and EDU 104 in the spring semester. Madisonville Community and Technical College and West Kentucky Community and Technical College waive tuition for the first course, and Murray provides tuition for the second course.
- The College of Education participates in the Collaborative Consortium for School Leadership with all of Kentucky's comprehensive universities and Union and Cumberland colleges.
- The Kentucky Institute for International Studies and the Department of Modern Languages cooperate with faculty from Kentucky and Tennessee consortium colleges to offer 107 courses to 300 students enrolled in Kentucky schools. UofL, WKU, NKU, ECU, KSU, and Morehead participate, as well as seven independent Kentucky colleges.

Major Initiatives for Next Year

Some of the more significant initiatives planned for next year focus on improving transfer and retention rates, which are areas of concern for Murray.

To increase enrollment and access, Murray will:

- Add Roads Scholars faculty resource teams for 11 middle schools in the nine target districts of the service region to reach out to students and their families at a younger age. The Roads Scholars program, now six years old, provides direct linkages between university faculty teams and individual high schools in the region.

- Pilot a college mentor program with a nearby school district to engage 28 undergraduate students as mentors to at-risk children. Murray will provide a coordinator, transportation costs, and support materials for the pilot project.
- Establish future teacher organizations in area high schools in the region to identify students in underrepresented groups who might become teachers in Kentucky classrooms through the Teacher Quality Institute.

To increase retention rates, Murray will:

- Continue the Residential College Program, the only one of its kind in the Commonwealth.
- Provide incentives for incoming freshmen to become more involved in extracurricular activities through the Passport to Success program, implemented in fall 2003.
- Create an online student advising center and intrusive advising system for at-risk students to provide direct counseling and course planning.
- Establish a series of initiatives to foster informed civic engagement in undergraduates, which contributes to the well being of communities and creates a sense of belonging and purpose.

To increase diversity, Murray will:

- Fund a minority graduate recruiting program to encourage individual colleges to seek out and recruit Kentucky resident minority students into graduate programs and provide them with assistantships.
- Implement a McNair Scholars program with federal funding to create incentives for qualified students from underrepresented groups to pursue the doctorate degree.
- Intensify ongoing efforts to increase diversity among the undergraduate student body, faculty, staff, and administration.

Northern Kentucky University

CPE Key Indicators of Progress

NKU met its performance goals for:

- Undergraduate enrollment, which increased from 11,288 in 2001 to 12,164 in 2002.
- Graduate and first-professional enrollment, which increased from 1,260 in 2001 to 1,579 in 2002.
- The retention rate of first-time freshmen, which increased from 69.0 percent in 2001 to 72.4 percent in 2002.
- The six-year graduation rate of bachelor's degree students, which despite decreasing from 40.5 percent in 2001 to 37.8 percent in 2002, remained above the goal.
- Research and public service expenditures per full-time faculty (three-year average), which increased from \$3,986 in 2001 to \$4,405 in 2002.

NKU did not meet its performance goals for:

- The number of community and technical college transfers to Northern, which despite increasing from 48 in 2001 to 50 in 2002, remained below the goal.
- The five-year graduation rate of transfer students (three-year average), which decreased from 51.4 percent in 2001 to 49.1 percent in 2002.

According to the Council's 2001 Undergraduate Alumni Survey:

- 81 percent of Northern's undergraduate alumni were satisfied with instruction and faculty.
- 62 percent were satisfied with academic and student services.
- 70 percent were satisfied with their preparation for work.
- 58 percent "definitely would recommend" Northern to a friend.
- An average of 50 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored NKU higher than predicted on two of five benchmarks—"student interactions with faculty members" and "supportive campus environment"—and lower than predicted on "level of academic challenge," "enriching educational experiences," and "active and collaborative learning."
- Seniors scored NKU higher than predicted on two of five benchmarks—"level of academic challenge," and "active and collaborative learning"—and lower than predicted on the remaining three.
- 17 percent of first-year students and 32 percent of seniors participated in a community-based project as part of a regular course.
- 36 percent of first-year students and 43 percent of seniors reported participating in volunteer work outside of class.
- 19 percent of first-year students and 26 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 21 percent of first-year students and 26 percent of seniors reported that their experiences at Northern contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, Northern showed continuous progress on eight of eight objectives, qualifying for automatic eligibility status (i.e., NKU was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Additional Institutional Measures

Northern has established additional indicators to measure its impact on the state and local economy and its responsiveness to employer and workforce demands. Since 1997, Northern has partnered with 111 businesses and organizations on community and business development projects that made northern Kentucky a more attractive place to

work and live. Measures of Northern's progress in achieving its community and economic development goals include:

Northern has established additional indicators to measure its impact on the state and local economy and its responsiveness to employer and workforce demands. Since 1997, Northern has partnered with 111 businesses and organizations on community and business development projects that made northern Kentucky a more attractive place to work and live.

- Since 1998, over 50 percent of NKU graduates work in the local economy.
- Degrees granted through 2002 in the priority areas for the knowledge economy have increased nearly 27 percent.
- Online programs have been created in nursing (master of science in nursing, post-masters nursing certification, nurse practitioner advancement) and organizational leadership to address worker shortages and student demand.
- In 2002-03, Northern provided general education classes off campus to 1,564 students at 14 different sites, an increase over nine sites the previous year.
- Northern's METS Center, one of the nation's premier facilities for improving organizational performance, provides employers with employee training and learning technology opportunities. METS has provided or brokered 92 training programs, covering diverse areas such as leadership, facilitation, team building, coaching, performance assessment, managing change, process mapping, and others. Over 2,000 employees, representing over 200 employers, have participated. METS also has provided over 4,000 hours of management consulting. The monetary value of these programs and services increased by 314 percent from the prior fiscal year.
- Northern embarked on a new economy development plan with the Campbell County Fiscal Court; the cities of Cold Spring, Highland Heights, and Wilder; the Northern Kentucky Chamber of Commerce; the Tri-County Economic Development Corporation (Tri-ED); and the Northern Kentucky University Foundation (NKUF). The plan focuses on developing the Technology Commercialization Triangle surrounding the university.
- Northern created the Institute for New Economy Technologies (iNET), a program that: facilitates technology business connectivity to the university's technological infrastructure; links new economy industries to the human resources at NKU and Kentucky's postsecondary system; facilitates the development of new educational programs or alternative delivery

models that meet state and regional needs; provides direct faculty consulting services to businesses to assist them with applied research and productivity; and aligns the university's program development with knowledge economy business and industrial growth areas.

- In 2002-03, Northern's Small Business Development Center (SBDC) served 242 clients; provided 39 training programs with a total attendance of 1,040; and assisted clients in creating 172 new jobs and saving 34 jobs. These clients had a combined sales volume of \$10.1 million.
- The University Community Partnership program awarded nearly \$200,000 for collaborative projects engaging NKU faculty and students with a community agency in order to address pressing local issues, such as senior wellness, homeless youths, learning disabilities, student achievement and retention, and community health.
- The Local Government Law Center at Northern handled 150 inquiries for technical assistance to local governments on legal matters and created a web-based pending legislation tracking program to serve new economy technology companies.

Program Of Distinction

Northern's program of distinction is the Center for Integrative Natural Science and Mathematics (CINSAM). Last year, CINSAM offered over 40 outreach opportunities and day camps for local students and teachers that led to over 3,300 contacts between teachers and NKU faculty.

CINSAM has increased significantly the quantity and quality of undergraduate research in the natural sciences and mathematics. This increased productivity is an outgrowth of the faculty support offered by CINSAM, an increase in external grant funding, and the high caliber of CINSAM faculty. Additionally, CINSAM and UK worked on articulation agreements to attract more pre-engineering students at Northern into engineering programs at UK.

Plans are underway to expand outreach activities to schools in the six counties south of NKU, including an increase in summer offerings in science and mathematics for students and a residential field science camp. CINSAM also is working with iNET

CINSAM has increased significantly the quantity and quality of undergraduate research in the natural sciences and mathematics. This increased productivity is an outgrowth of the faculty support offered by CINSAM, an increase in external grant funding, and the high caliber of CINSAM faculty.

(NKU's Institute for New Economy Technologies) to carry out a feasibility study for companies or agencies that could make use of Northern's Scanning Electron Microscopy facilities. A similar facility will be explored to provide greater access to Northern's analytic chemistry instrumentation. In both facilities, undergraduate students will receive an opportunity to assist experienced faculty members in carrying out meaningful work of an industrial nature, which further supports the region's economic growth.

Collaborative Programs And Initiatives

Northern developed a number of cooperative programs as reflected in the chart on page 134. Other partnerships include:

- NKU partnered with UofL to deliver integrative science and math development through a federal grant and a night-time constellation science experience for P-12 and college students during the day through a joint satellite connection in Australia.
- Through a partnership with KCTCS, NKU offered 34 classes in Grant County, 32 of which were general education or developmental classes. A total of 213 students were enrolled. In the coming year, NKU will offer a complete liberal studies associate degree in Grant County.
- Through a partnership with St. Elizabeth's Medical Center, NKU offered nursing classes and an accelerated nursing degree at the hospital.
- Northern partnered with the Cincinnati Museum Center to increase research and teaching opportunities at Big Bone Lick State Park in Kentucky.
- The Institute for Freedom Studies held a workshop for over 100 local history researchers, P-12 teachers, and community organizers. As a result, over 400 P-8 students will benefit from Underground Railroad curricula developed there.
- NKU will establish Freedom-Focused Service-Learning, a partnership with the Institute for Freedom Studies, the Covington Independent School District, the National Underground Railroad Freedom Center, and Literacy in Northern Kentucky. This project will pair NKU students with eighth-graders to complete projects that enhance literacy skills.

- Web-based courses are being developed for entrepreneurship studies and nursing that will serve 75 students.
- NKU will facilitate and provide leadership for planning efforts in Grant and Campbell counties.
- To serve a community need of approximately 150 professionals, four new graduate programs will be developed, including a master's degree in industrial/organizational psychology, a master's degree in liberal studies, and master's degrees in both school and community counseling.
- NKU will develop the Institute for Nonprofit Capacity Building to serve the 2,000 nonprofit agencies in the region. They will be provided with web-based resources, workshops, customized training programs, newsletters, opportunities to network, an annual meeting, and a variety of other services identified as a result of a comprehensive needs assessment.

In 2003-04, NKU will focus on improving transfer and graduation rates.

Major Initiatives For Next Year

Some of the more significant initiatives planned for next year focus on improving transfer and graduation rates, which are areas of concern for Northern.

To increase enrollment, transfer and graduation rates, Northern will:

- Launch an intensive program to recruit, enroll, and retain non-traditional students. Adult students will receive pre-admissions counseling and advising, workshops to help them prepare for a successful college career, and support services to help juggle academic demands with home and work responsibilities.
- Coordinate efforts across the campus through a P-12 Outreach Council, made up of key academic leaders and staff members. Special attention will be given to serving P-12 students in six rural counties: Grant, Bracken, Pendleton, Owen, Carroll, and Gallatin. A rural county day on campus will attract potential students and their parents.
- Increase its commitment to active learning by increasing support for internship and co-op experiences, providing funding to support undergraduate student research, and expanding service learning. NKU students will be

urged to participate in these active-learning opportunities to enhance both their education and work-related experience.

To increase civic engagement, Northern will:

- Participate in a *Get Out the Vote* campaign, a partnership with the *Kentucky Post*. The effort will involve the local media, coordinated communication to voters through their employers, outreach to 18-year-old high school students, and extensive work with NKU students.

Western Kentucky University

CPE Key Indicators of Progress

WKU met its performance goals for:

- Undergraduate enrollment, which increased from 14,135 in 2001 to 15,234 in 2002.
- Graduate enrollment, which increased from 2,444 in 2001 to 2,584 in 2002.
- The retention rate of first-time freshmen, which increased from 77.1 percent in 2001 to 78.5 percent in 2002.
- The number of community and technical college transfers to Western, which increased from 262 in 2001 to 319 in 2002.

WKU did not meet its performance goals for:

- The six-year graduation rate of bachelor's degree students, which despite increasing from 40.8 percent in 2001 to 41.0 percent in 2002, remained below the goal.
- The five-year graduation rate of transfer students (three-year average), which decreased from 58.8 percent in 2001 to 56.4 percent in 2002.
- Research and public service expenditures per full-time faculty (three-year average), which despite increasing from \$25,583 in 2001 to \$27,858 in 2002, remained below the goal.

According to the Council's 2001 Undergraduate Alumni Survey:

- 81 percent of Western's undergraduate alumni were satisfied with instruction and faculty.
- 64 percent were satisfied with academic and student services.
- 71 percent were satisfied with their preparation for work.
- 57 percent "definitely would recommend" Western to a friend.
- An average of 58 percent regularly participate in volunteer, charitable, or civic activities.

According to the 2001 National Survey of Student Engagement (which assesses undergraduate student experience):

- First-year students scored WKU higher than predicted on three of five benchmarks—"active and collaborative learning," "student interactions with faculty members," and "enriching educational experiences"—and lower than predicted on "level of academic challenge" and "supportive campus environment."
- Seniors scored WKU higher than predicted on one of five benchmarks, "enriching educational experiences," and lower than predicted on the remaining four.
- 25 percent of first-year students and 37 percent of seniors participated in a community-based project as part of a regular course.
- 48 percent of both first-year and senior students reported participating in volunteer work outside of class.
- 24 percent of first-year students and 39 percent of seniors reported that their college experience contributed to their knowledge, skills, and personal development in contributing to the welfare of the community.
- 30 percent of first-year and 20 percent of senior students reported that their experiences at WKU contributed to the development of their voting behavior.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, WKU showed continuous progress in six of eight objectives, qualifying for automatic eligibility status (i.e., WKU was automatically eligible to add new degree programs during 2003). Performance for 2002-03 will not be available until January 2004.

Western has a fully articulated and integrated strategic planning process that includes online departmental action plans, as well as an annual planning report measuring progress on 77 major performance indicators.

Additional Institutional Measures

Western tracks additional indicators of progress toward HB 1 goals, the most significant of which are:

- A fully articulated and integrated strategic planning process that includes online departmental action plans, as well as an annual planning report measuring progress on 77 major performance indicators.
- Graduating Student Surveys (both undergraduate and graduate) that gauge graduates' satisfaction levels with academic programs and student support services and facilities.
- The University Assessment Program that assures all programs and services are regularly and systematically assessed in terms of demonstrable outcomes and program improvements. This comprehensive assessment project is under the direction of a university assessment coordinator and a university assessment committee.
- The Academic Program Review process that provides for a systematic and ongoing review of academic programs by a peer faculty committee, with the goal of ensuring high quality in all WKU programs. Western's fully articulated review process and criteria have been adapted by several other universities in Kentucky.
- Local versions of student engagement surveys that focus on specific departments and programs.
- Results on the teacher certification exam and ratings on Kentucky's Quality Performance Index Report. In 2002-03, WKU graduates scored 99 percent on PRAXIS II, and WKU received an overall rating of excellent on the QPI.

Programs of Distinction

Western has two programs of distinction supported by the Council's Regional University Excellence Trust Fund—the School of Journalism and Broadcasting and the Applied Research and Technical Program.

The School of Journalism and Broadcasting consistently earns high national rankings and recognition. The *College Heights Herald* recently won both the Pacemaker Award from the Associated Collegiate Press and the Gold Crown Award from the Columbia Scholastic Press Association—the "Pulitzer Prizes" for college newspapers. The photojournalism program won first place overall in the prestigious William Randolph Hearst Intercollegiate Photojournalism national competition. In 2002-03, Western's forensics team earned both national and international recognition in an unprecedented sweep of all the major collegiate speech and debate championships: The National Forensic Association title, the American Forensic Association National Individual Events Tournament, the International Forensic Association Tournament, and the Delta Sigma Rho—Tau Kappa Alpha National Tournament.

The Applied Research and Technical Program (ARTP) engages more than 400 students per year in world-class research opportunities to address societal problems. Major activities include:

- Partnering with the National Park Service/Mammoth Cave to establish a Center for International Science and Learning, which conducts projects dealing with the educational endeavors, and natural and cultural management of parks.
- Hosting the International Conference on Karst Hydrogeology and Ecosystems, a four-day conference at WKU and Mammoth Cave National Park. The conference, the most significant scientific Karst meeting held anywhere in the world in 2003, enabled numerous students to interact with leading scientists from 16 countries.
- Securing a \$2 million grant to fund a new Environmental Control Technology Laboratory, a collaboration of WKU, East Kentucky Power Cooperative, and the National Energy Technology Laboratory.

The School of Journalism and Broadcasting at WKU consistently earns high national rankings and recognition. The College Heights Herald recently won both the Pacemaker Award from the Associated Collegiate Press and the Gold Crown Award from the Columbia Scholastic Press Association—the "Pulitzer Prizes" for college newspapers.

- Collaborating with UK on the Kentucky SPACE Program (Student Payload to Altitude Comprehensive Experience), which involves 43 students and six faculty members in a multidisciplinary project to develop an inflatable glider capable of flying in the atmosphere of Mars.
- Outfitting and staffing a mobile van that provides training and emergency services to industries in the event of chemical spills or other biohazards.
- Monitoring mercury emissions from coal-fired power plants in order to help them meet upcoming mercury emission standards from the EPA.
- Contributing to a unique consortium (including Western's Center for Water Resource Studies, the U.S. Geological Survey, and the Armed Forces Institute for Pathology) to assist two Chinese universities in implementing solutions to public health problems in China.
- Establishing an exchange program with South Africa to involve students and faculty in studying and aiding the protection of endangered South African wildlife.

Collaborative Programs and Initiatives

Collaboration with other Kentucky postsecondary institutions and P-12 schools has increased the quality and quantity of Western's academic offerings. Collaborative programs appear on the chart on page 134. Other highlights include:

- WKU actively participates in state literacy partnerships; the study of the implementation of an early reading grant and its effect on student achievement; the Kentucky Adult Education Literacy Institute for instruction and research related to adult literacy; the Kentucky Reading Project; and the Collaborative Center for Literacy Development. Western also partners with local schools and agencies in the Warren County Literacy Task Force.
- Western participates in Kentucky BRIN (Biomedical Research Infrastructure Network), funded through a National Institutes of Health grant, and developed as a collaborative effort of 12 Kentucky institutions. The Kentucky BRIN network focuses on basic science and biomedical research, particularly in the areas of genomics and bioinformatics.

- Western participates in national consortia to advance the quality of teaching and learning in P-12 schools through the SREB's University Leadership Development Network, a consortium of 12 universities committed to designing effective and accountable school leadership programs. Western also participates with a group of eleven universities operating under a grant to oversee the Renaissance Teacher Quality Title II Project, which aims to improve teaching quality by holding partners accountable for the impact of teacher graduates on student achievement.
- WKU, along with seven other universities, is a member of the Southern Appalachian Mountains Cooperative Ecosystem Studies Unit, which works with federal land management, environmental, and research agencies to provide responsive technical assistance, continuing education, and cost-effective research programs to resource managers. Western has also collaborated with Mammoth Cave National Park to develop an Environmental Learning Center at the park.
- Collaborative programs with the Bowling Green Housing Authority enable university teacher candidates to tutor at the housing authority's after-school learning center. Other collaborations with the housing authority include the Warren County Adult Basic Education Task Force (with the Warren County Schools) and a Business College student group, Students in Free Enterprise, which works with the housing authority to develop entrepreneurial projects.
- Western's Regional Science Resource Center, housed at the university's community college, collaborates with numerous area school systems, educational institutions, and state agencies to provide active science learning experiences to more than 80 elementary/middle school science teachers and approximately 4,000 elementary and middle school students.
- Western collaborates with the Bowling Green Public Library, Barnes and Noble bookstore, and the Warren County schools on various literacy and literary projects (e.g., Southern Kentucky Book Fest, Black History @ Your Library; On the Same Page).
- Western has joined with the Bowling Green Technical College to establish the Training Alliance of Southern Kentucky (TASK), a unique collaboration that brings one-stop planning and delivery of high-quality training and

educational resources to businesses and industries in south-central Kentucky.

- Western is a partner in the STARBASE project, a consortium of national universities and observatories aimed at involving students, including pre-college teachers and students, in space research opportunities with robotically controlled telescopes, with the ultimate goal of encouraging active scientific research among participants.
- Western's joint engineering programs (with UK and UofL) have established productive collaborations with area industries, which have contributed approximately \$5 million to enhance engineering opportunities in the south-central Kentucky area.

Western will continue to focus on improving graduation rates and will be extremely aggressive in addressing retention goals. Internal program assessment systems focusing on learning outcomes as the key measures of success will be used to ensure quality and improve programs.

Major Initiatives for Next Year

Western will continue to focus on improving graduation rates, including those of transfer students, and will be extremely aggressive in addressing retention goals. Internal program assessment systems focusing on learning outcomes as the key measures of success will be used to ensure quality and improve programs.

To increase enrollment, graduation, and retention rates, Western will:

- Continue to monitor WKU students' progress toward graduation and work with students in danger of dropping out through the "Taking Aim" program. Western will include transfer students in the program this year to help them continue their studies and complete their degrees.
- Expand and continue the six-week freshman assessment program that provides interventions for at-risk students as part of "Strategies to Increase Student Success," and provide earlier and more aggressive intervention at mid-year for at-risk freshmen.
- Expand the learning communities program, which helps students connect with their university experience in ways that improve learning and increase retention and graduation.

- Promote student engagement, particularly civic engagement, through opportunities such as the American Democracy Project. Engagement projects improve learning, increase students' sense of community, and add to the overall, long-term value of degrees.
- Sponsor a majors fair to help students find a major that is right for them.
- Create a Student Success Center within the Downing University Center, which offers a central location and convenient hours for traditional and non-traditional students. Key components of the center will include tutoring, mentoring, advising, computer help lab, programming, and assessment. The Career Planning Services Center also will be moved to a location in or near the Student Success Center.
- Expand dual enrollment agreements with several area high schools.
- Continue to expand distance learning, primarily web-based courses and programs.
- Continue, and expand if possible, programs aimed at serving at-risk high school students.

To increase diversity, Western will:

- Continue to emphasize the recruitment of students from target counties, particularly through increasing school visits and creating awareness of financial aid opportunities.
- Increase access to postsecondary education through the expansion of WKU's community college and its partnership with Bowling Green Technical College.
- Strengthen partnerships with several school systems in GEAR UP and STLP (Student Technology Learning Program).
- Continue to enhance African Americans' professional advancement in P-12 administrative positions through the Administrative Leadership Institute.

To increase research and public service expenditures, Western will:

- Support and enhance economic development opportunities, particularly through the new Division of Extended Learning and Outreach.

Overall, comprehensive universities have made progress in key areas of Goal 4, particularly in enrollment, cooperative programs, and research and public service expenditures per full-time faculty. Work is still needed to improve transfer and graduation rates; several initiatives, in fact, are already underway.

- Increase the number of grants and contracts.
- Continue its involvement in the Commonwealth of Kentucky's New Economy Strategic Plan, particularly through the WKU Center for Research and Development. With its partners, WKU will be actively engaged in nurturing entrepreneurs and assisting emerging growth companies. High-tech fields where the intellectual capital of the university's faculty can be applied will be emphasized.

Conclusion

Overall, comprehensive universities have made progress in key areas of Goal 4, particularly in enrollment, cooperative programs, and research and public service expenditures per full-time faculty. Work is still needed to improve transfer and graduation rates; several initiatives, in fact, are already underway. Next year, the Council will evaluate the role of the comprehensive universities, including a review of institutional mission statements and performance goals, to ensure alignment with statewide goals.

Goal 5

A comprehensive community and technical college system with a mission that assures, in conjunction with other postsecondary institutions, access throughout the Commonwealth to a two-year course of general studies designed for transfer to a baccalaureate program, the training necessary to develop a workforce with the skills to meet the needs of new and existing industries, and remedial and continuing education to improve the employability of citizens

In 1997, HB 1 consolidated the University of Kentucky Community College System and the technical colleges administered by the Workforce Development Cabinet to create the new Kentucky Community and Technical College System. The system comprises 16 districts and over 60 campuses that confer six types of credentials—certificates, diplomas, and four kinds of associate degrees (applied associate in science or technology; associate in arts or science). The baccalaureate transfer program allows a student to earn an associate degree and transfer those credits to any Kentucky university. KCTCS also has dramatically increased its occupational and technical offerings, with over 700 new programs created since 1997.

The Council and KCTCS currently track information on enrollment, retention, transfer, student satisfaction, and other performance indicators. Results on Council and institutional measures in 2002-03 are summarized below. Goals for these indicators were established by the Council in consultation with KCTCS.

CPE Key Indicators of Progress

KCTCS met its performance goals for:

- Undergraduate enrollment, which increased from 63,120 in 2001 to 67,812 in 2002.
- The retention rate of first-time freshmen, which increased from 52.4 percent in 2001 to 55.4 percent in 2002.

KCTCS did not meet its performance goal for:

- The number of students who transferred to a Kentucky four-year institution from KCTCS, which despite increasing from 2,145 in 2001 to 2,219 in 2002, remained below the goal.

According to the Council's 2001 Undergraduate Alumni Survey:

- 86 percent of KCTCS alumni were satisfied with instruction and faculty.
- 74 percent were satisfied with academic and student services.
- 74 percent were satisfied with their preparation for work.
- 69 percent "definitely would recommend" KCTCS to a friend.
- An average of 50 percent regularly participate in volunteer, charitable, or civic activities.

For the purposes of the *Kentucky Plan for Equal Opportunities*:

- In 2001-02, each community and technical college within the system was evaluated for its success in meeting four objectives. Of the 13 community colleges, five improved their performance, eight performed at the same level, and two declined. Ten were automatically eligible to propose new degree programs during 2003, and seven required a waiver.
- Of the 15 technical colleges, one improved its performance, 10 performed at the same level, and four declined. One institution qualified for automatic status while the others needed waivers to add new degree programs.

KCTCS has achieved remarkable growth, increasing credit enrollment by almost 50 percent—from 45,529 students in fall 1998, to 67,812 students in fall 2002. Recent expansions of physical facilities and virtual courses and programs will continue this trend.

Additional Institutional Measures

KCTCS has achieved remarkable growth, increasing credit enrollment by almost 50 percent—from 45,529 students in fall 1998, to 67,812 students in fall 2002. Recent expansions of physical facilities and virtual courses and programs will continue this trend. The 1998 and 2000 legislative sessions authorized 32 new capital projects, valued at \$177 million. When those expansions are complete, KCTCS will serve the Commonwealth through 62 locations.

KCTCS and the Council track indicators that further capture the system's progress in increasing Kentuckians' access to postsecondary education, particularly for place-bound or non-traditional students. This includes dual credit opportunities for high school students, a growing trend in Kentucky and the U.S. According to KCTCS data:

- In 2002-03, KCTCS awarded 9,863 certificates, diplomas, and associate degrees, a nine percent increase over 2001-02.
- Nearly 12,400 KCTCS students took distance learning and web-assisted courses in 2002-03, a 20 percent increase over 2001-02. Thirty online programs have been added since KCTCS initiated online offerings, including six associate to bachelor programs offered in partnership with Kentucky universities.
- Dual enrollment of secondary students reached 11,629 in 2002-03, a 53 percent increase over last year.
- The Ready-to-Work (RTW) program served 1,539 students in 2002-03, an increase of 17 percent over the previous year. Of these students, 824 participated in RTW and the Transitional Assistance for Needy Families (TANF) funded work-study, a 42 percent increase over 2001-02.

In 2002-03, KCTCS awarded 9,863 certificates, diplomas, and associate degrees, a nine percent increase over 2001-02. Nearly 12,400 KCTCS students took distance learning and web-assisted courses in 2002-03, a 20 percent increase over 2001-02.

KCTCS also negotiated a number of important agreements likely to assist recruitment and enrollment and shorten the time to degree:

- KCTCS and the Kentucky Department of Education signed an agreement to allow high school students to take online college-level courses to receive both college credit and high school credit toward graduation. Selected online courses are available to all 16 KCTCS districts through the Kentucky Virtual High School.
- KCTCS signed an agreement with the Kentucky Department of Education, Murray State University, Morehead State University, Eastern Kentucky University, and Kentucky State University on July 30, 2003, formalizing a pilot partnership between high schools, community and technical colleges, and four-year public institutions to offer high school students transferable dual credit foundational education courses.

- KCTCS and four-year universities are building regional postsecondary education centers in five areas of the state—Hopkinsville, Elizabethtown, Glasgow, Prestonsburg, and London/Corbin. KCTCS colleges partnered with four-year colleges and universities in other locations, such as the new University Center of the Mountains in Hazard.

Transfer Initiatives

The number of students transferring from KCTCS to any Kentucky public or independent four-year institution increased last year, but the total remained below 1998 levels. A number of factors have influenced the system's progress in meeting its transfer goals. In 2002-03, 17,334 students were enrolled in associate degree programs designed for transfer. However, many students are in applied programs not originally designed for transfer and, according to a recent survey, may be more focused on short-term occupational goals. Others have not decided on a major or career objective and are not yet planning their coursework with transfer in mind. Current and future students will benefit from additional "tools" recently developed to facilitate transfer to a four-year institution.

KCTCS is working with the universities and the Council to increase the number of transfers and to establish aggressive new transfer goals. In particular, the following strategies were employed in 2002-03, and will continue next year:

- KCTCS developed statewide 2+2 agreements targeted at students enrolled in applied degree programs. Each 2+2 agreement defines the coursework from a particular applied associate degree that will transfer to a related baccalaureate program. For example, KCTCS and the public and independent colleges are nearing completion of a 2+2 agreement for the AAS in education-teacher preparation that allows students completing the AAS to transfer coursework to a four-year teacher preparation program.
- KCTCS worked with public universities to increase the number of completer degree programs that ensure full transfer of credits from applied associate degrees to related baccalaureate programs. For instance, NKU's bachelor's of organizational leadership was developed to permit a seamless progression from varied AAS programs to the baccalaureate degree.

The number of students transferring from KCTCS to any Kentucky public or independent four-year institution increased last year, but the total remained below 1998 levels. A number of factors have influenced the system's progress in meeting its transfer goals.

- KCTCS promoted the Course Applicability System as a planning tool to help students and advisers identify how coursework will transfer to a four-year program.

Workforce Training

Since 1998, the KCTCS board of regents has approved more than 700 new occupational or technical programs that culminate in certificates, diplomas, or associate degrees. In addition, system-level partnerships have been formed with over 90 local, state, national, and international organizations to address Kentucky's workforce and economic development needs. Workforce training initiatives include:

- Through the Kentucky Workforce Investment Network (KY WINS), KCTCS is training employees in new and expanding businesses and is assisting communities in coordinating the delivery of economic development services. To date, KCTCS has funded 29 projects totaling \$5.7 with 2002-04 funds. These projects are expected to serve over 8,500 individuals and create 200 new jobs. The average cost of delivering services is \$680 per person, and the average hourly wage of participants is \$21.75.
- KCTCS colleges assist employers by providing assessments and highly skilled and specialized workforce training to incumbent and potential employees. In 2002-03, KCTCS colleges provided services to 102,650 individuals and served over 1,950 businesses.
- Through a partnership between KCTCS, Kentucky Adult Education, the Council on Postsecondary Education, and the Cabinet for Workforce Development (CWD), over 1,500 Kentucky Employability Certificates (KEC) have been awarded to Kentuckians.
- In 2002-03, there were 336 Kentucky Manufacturing Skills Standards (KMSS) basic tests administered to adults with a 72.5 percent pass rate, and 59 advanced tests given with an 88 percent pass rate. During the same period, 906 assessments were given in secondary education programs with a 38 percent pass rate.

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- KCTCS has implemented the first online manufacturing skill standards assessment in the nation through a partnership with Reveal Technologies, Associated Industries of Kentucky, Tri-County Economic Development Corporation, and other state partners. The project is being piloted in the northern Kentucky area.
- Commonwealth fire and rescue service training programs have been consolidated under KCTCS. During 2002-03, KCTCS colleges trained approximately 79,000 fire and rescue workers representing approximately 1,200 agencies.
- As a result of the Perkins Profiling project, KCTCS has partnered with over 275 employers, who provided one or more employees to serve as “subject matter experts” in the WorkKeys/DACUM job profiling process. KCTCS has conducted 145 WorkKeys/DACUM profiles for 61 program areas. This information is integrated in KCTCS curriculum committees to ensure that all programs are industry standard.
- The Workforce Alliance is a partnership with Kentucky Adult Education, the Council, the Cabinet for Economic Development, and the Cabinet for Workforce Development which coordinates the workforce education and training services provided by Kentucky’s public agencies. KCTCS receives Alliance funding from the Council to deliver Workplace Essential Skills training to business and industry. In 2002-03, KCTCS approved 41 business and industry projects representing a \$500,000 financial commitment to train 3,310 individuals.

Remedial and Continuing Education

While the adult and secondary education systems have taken steps to improve student preparation for college and the workforce, a number of students who enroll in KCTCS still need remedial or developmental coursework in certain subjects before moving on to college-level work. Agreements between KCTCS and Kentucky Adult Education make it easier for students to be enrolled in foundational and postsecondary courses simultaneously. Educational programs for prisoners have been shown to decrease recidivism and increase the likelihood of employment upon release. Continuing education includes enrichment courses that can improve students’ confi-

dence, personal satisfaction, and employability skills. Indicators related to these areas of remedial and continuing education include:

- In 2002-03, KCTCS operated 15 contracts for Kentucky Adult Education and Corrections Education Centers that served approximately 20,000 students through adult education programs.
- In 2002-03, KCTCS corrections education provided services to 524 technical students and 804 adult basic education students for a total of 1,328. Seven hundred sixty-five technical students earned technical certificates, 293 students earned technical diplomas, and 378 students earned GEDs. The corrections education program has 40 occupational/technical faculty offering programs in 16 areas, and 38 adult education teachers offering three levels of adult education: literacy, adult basic education, and GED programs. These programs are offered statewide in the 12 correctional facilities operated by the Department of Corrections.
- In 2002-03, 19,209 KCTCS students were enrolled in at least one developmental course.
- Non-credit personal enrichment courses—ranging from culinary arts to computer skills—were attended by over 32,000 Kentuckians in 2002-03.

KCTCS will implement a number of activities in 2003-04 that will sustain continued growth while addressing areas of particular concern, such as transfer, consolidation, and accreditation.

Major Initiatives for Next Year

KCTCS will implement a number of activities in 2003-04 that will sustain growth while addressing areas of particular concern, such as transfer, consolidation, and accreditation.

To improve effectiveness, KCTCS will:

- Consolidate neighboring community and technical colleges and pursue a single accreditation under the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). As of June 30, 2003, colleges in seven of the original 16 college districts were SACS accredited as comprehensive community and technical colleges.

Next year, KCTCS will develop a revised set of key indicators that align with the statutory requirements of HB 1, the Council indicators, and KCTCS's own strategic plan goals.

- Focus on achieving SACS accreditation for five additional comprehensive colleges (Ashland, Big Sandy, West Kentucky, Elizabethtown, and Maysville). Jefferson is expected to obtain accreditation as a comprehensive college in December 2004; Gateway applied for SACS membership in August 2003; and the other two technical colleges (Bowling Green and Central Kentucky) will file for SACS candidacy as well.
- Achieve full consolidation and SACS accreditation for all colleges by 2006.
- Develop a revised set of key indicators that align with the statutory requirements of HB 1, the Council indicators, and KCTCS's own strategic plan goals. Several new performance measures have been created, many of which can be tracked in the KCTCS Information System. In 2003-04, staff will focus on establishing data elements, procedures for data entry, and baseline values for some of the new measures.

To improve transfer, KCTCS will:

- Collaborate with state agencies and public and private universities throughout the state to develop transfer programs that create multiple entry and exit points. For example, the 2+2 program was approved by the KCTCS Faculty Senate Council in May 2003. Fourteen colleges and universities, including all eight public universities and six independent institutions, are working to finalize their participation in this agreement. Colleges in at least seven KCTCS districts are planning to implement the new degree program in 2004.
- Increase dual credit opportunities for high school students.
- Automate the notation of general education certifications on student transcripts.
- Identify college representatives as transfer contacts and develop a KCTCS transfer advising program.
- Actively participate in the statewide transfer committee to develop and implement policies for improving and supporting transfer from KCTCS and LCC to Kentucky's four-year colleges and universities.
- Work with the Council to train advisers and faculty on the Course Applicability System and raise their awareness of new transfer tools.

- With Kentucky Adult Education, fund and evaluate three pilot projects for transitioning adult education students into postsecondary education in partnership with their local one-stop agencies. *Workforce Investment Act* pilot sites have been identified in Lexington, Louisville, and northern Kentucky. The colleges have developed plans and outcomes, which were jointly approved by KCTCS and Kentucky Adult Education, for implementation in 2003-04.
- With the Council, conduct a transfer campaign for students enrolled in associate degrees, students who are undecided about their future, and students in applied degrees who can use the 2+2 transfer frameworks and completer degrees. The campaign will raise awareness of the economic advantages of transfer and of recent agreements that ease the transfer of credits. The Council produced transfer brochures and posters through the Go Higher campaign that will be used in informational workshops with faculty and students.

To increase and enhance business and industry partnerships, KCTCS will:

- Form new partnerships and raise awareness of existing partnerships and opportunities so that employers and workers fully utilize them.
- Sponsor a conference for business and industry to highlight "best practices" and new tools for serving the workforce needs of Kentucky's employers.
- Work with ten communities to raise employers' awareness of the Kentucky Manufacturing Skills Standards and the Kentucky Employability Certificate in conjunction with Kentucky Adult Education and the Council.
- Identify and develop at least six career pathways ranging from manufacturing to customer service to healthcare through the Ford Foundation Career Pathways initiative. Upon completion, these models will be implemented statewide to potentially serve hundreds of employers.

The KCTCS board of regents will approve a new strategic plan for 2006-10 in June 2005. Due to the broad-based, inclusive nature of the KCTCS strategic planning process, work has already begun and will continue through 2003-04.

Finally, the KCTCS board of regents will approve a new strategic plan for 2006-10 in June 2005. Due to the broad-based, inclusive nature of the KCTCS strategic planning process, work has already begun and will continue through 2003-04. Building

on and refining the process used for the 2000-05 strategic plan, a strategic plan workgroup was created in spring 2003, which produced an Environmental Scan Report. This report identified trends and issues relevant to KCTCS and its mission in the areas of economy, education, environment, politics, technology, and social/demographics. The workgroup's findings were presented to the KCTCS president's leadership team (college presidents and system-level vice presidents) in May 2003.

In 2003-04, strategic planning efforts will focus specifically on the development of five-year goals for 2006-10 and two-year priorities for 2006-08. Strategic planning teams (SPTs)—comprised of members of the KCTCS president's cabinet, college presidents, system office staff, faculty, staff, and students from each of the colleges—will work during 2003-04 to develop the foundation for the five-year goals. Input will be solicited from the KCTCS board of regents, the president's leadership team, representatives of the colleges' local boards of directors, foundation boards, and various other KCTCS stakeholders. Web-based surveys will be used to efficiently maximize opportunity for KCTCS faculty, staff, and students to provide feedback. All input will be reflected in the final five-year plan.

Goal 6

An efficient, responsive, and coordinated system of autonomous institutions that delivers educational services to citizens in quantities and of a quality that is comparable to the national average

In the first five years of reform, Kentucky's postsecondary system has achieved remarkable gains in undergraduate and graduate enrollment—an accomplishment due in part to intensified efforts to recruit non-traditional students and employ innovative methods to deliver courses and programs in ways that reflect the complexity of people's daily lives. The Council assesses systemic efficiency, responsiveness, and coordination by monitoring graduation rates, student and alumni surveys, cooperative academic programs, and other such measures.

Indicators Related to Enrollment and Access

- Undergraduate enrollment in Kentucky continued to increase, rising nearly 5 percent to 193,638 students in fall 2002. Kentucky exceeded its enrollment goal and is on track to achieve the long-term goal of enrolling 240,000 undergraduates by 2015.
- Graduate and first-professional enrollment also exceeded the 2002 goal for the system, rising to 23,127, up from 21,711 in 2001.
- In March 2003, the U.S. Census Bureau released data on educational attainment from its 2001 and 2002 Current Population Surveys. In 2002, 19.2 percent of adults in Kentucky aged 25 or older did not have a high school diploma or GED. This is a significant improvement over the 1998 rate of 22.1 percent and exceeds the goal established for 2002. Kentucky's rate improved between 2000-02 while the national rate remained unchanged at 15.9 percent.

Undergraduate enrollment continued to increase at the statewide level, rising nearly 5 percent to 193,638 students in fall 2002. Kentucky exceeded its enrollment goal and is on track to achieve the long-term goal of enrolling 240,000 undergraduates by 2015.

Adult education enrollments increased from 62,734 in 2001 to 86,413 in 2002, a record high. That same year, 14,651 adults earned a GED, up from 13,939 the previous year. According to the national GED testing service, Kentucky ranked tenth in the nation in the percentage of non-high school completers earning a GED.

- According to the Census Bureau, the percentage of Kentuckians with a baccalaureate degree increased from 20.5 percent in 2000 to 21.6 percent in 2002. During the same period, the percentage of baccalaureate holders in the U.S. increased from 25.6 percent in 2000 to 26.7 percent.
- Adult education enrollments increased from 62,734 in 2001 to 86,413 in 2002, a record high. Of this total, 32,800 enrolled in adult basic education, 22,164 in workforce education, 21,832 in GED preparation, 2,890 in family literacy, 1,184 in distance education through Kentucky Virtual Adult Education, 4,799 in English as a Second Language, and 6,214 in correctional education.
- GED completers in Kentucky enrolling in postsecondary education within two years rose from 17 percent in 2001 to nearly 18 percent in 2002. Of those who enrolled, 75.5 percent enrolled in a public two-year institution, 18 percent in a public university, and 6.4 percent in an independent institution.
- In 2002, 14,651 adults earned a GED, up from 13,939 the previous year. According to the national GED testing service, Kentucky ranked tenth in the nation in 2002 in the percentage of non-high school completers earning a GED.
- In fall 2002, enrollment in the Kentucky Virtual University was 9,810. Academic credit-seeking students accounted for over 75 percent of the total enrollment, with about two-thirds enrolled in KCTCS. The remaining were high school teachers and students, adult education instructors, and adult education learners taking academic and professional development courses. Over half of the students were female, about 6 percent were African-American, and almost 60 percent were aged 23 or older.

Initiatives to Increase Enrollment and Access

In addition to the institutional recruitment and enrollment initiatives described earlier in this report, the Council administered a number of statewide programs and initiatives in 2002-03 to ensure college was more accessible to all Kentuckians, regardless of race, economic status, or location. The most significant of these efforts include:

Kentucky Plan for Equal Opportunities

The Council annually assesses institutions' progress in meeting the objectives of the *Kentucky Plan for Equal Opportunities*. Universities are evaluated according to performance on eight objectives. Objective 5 does not apply to Kentucky State University:

1. Kentucky resident African-American undergraduate enrollment.
2. Retention of first-year resident students.
3. Retention of all Kentucky resident undergraduate students.
4. Baccalaureate degrees awarded to Kentucky residents within six years.
5. Kentucky resident graduate student enrollment.
6. Employment of African Americans in executive, administrative, and managerial positions.
7. Employment of African Americans as faculty.
8. Employment of African Americans as other professionals.

The community and technical colleges have four equal opportunity objectives:

1. Kentucky resident African-American undergraduate enrollment
2. Employment of African Americans in executive, administrative, and managerial positions.
3. Employment of African Americans as faculty.
4. Employment of African Americans as other professionals.

In 2001-02, six universities were automatically eligible to add new programs based on their success in enrolling, retaining, and hiring African Americans. Eleven of 14 community colleges and one of 15 technical colleges were automatically eligible.

Data for 2002-03 will not be available until January 2004, so performance is reported for 2001-02. The institutions' success in meeting established goals determines whether they can automatically add new degree programs, or if they have to implement them under waiver provisions.

In 2001-02, six universities, down from seven, were automatically eligible to add new programs. One university received the quantitative waiver status and one received the qualitative waiver status (the least desirable category). Overall, community colleges improved their performance. Eleven of 14 received automatic status, while

two received the quantitative waiver and one the qualitative waiver. The performance of technical colleges was relatively unchanged. One qualified for automatic status while five qualified for the quantitative waiver (compared to three the previous year); the number of technical colleges receiving the qualitative waiver held steady (nine of 15). More detailed information on institutional and statewide performance can be obtained from the Council's 2003 report, *Degree Program Eligibility: Public Colleges and Universities*.

The Council also administered or promoted a number of activities to assist minority student success:

- The annual conference of the Governor's Minority Student College Preparation Program (GMS CPP) was held at Eastern Kentucky University, June 11-12, 2003. This day and a half conference offered over 200 African-American middle and high school students an opportunity to experience college first-hand through an overnight stay on campus and academic enrichment workshops.
- The 16th annual Academically Proficient African American High School Junior and Senior Conference was held at Transylvania University June 20-21, 2003. Participants are required to have at least a 2.75 GPA and be a rising junior or senior in fall 2003. The conference provided students assistance in selecting a college, seeking financial aid, improving communication and coping skills, and identifying possible careers. Over 200 students, parents, and college representatives from across the Commonwealth attended the 2003 conference.
- The Council and each of Kentucky's public postsecondary institutions participated in the annual college fair at the *Louisville Defender's* Minority Consumer Expo in November 2002.

GEAR UP Kentucky

In 2002-03, the Council began its third year of administering Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP), a five-year, \$10.5 million federal grant matched by \$10.5 million in state and local funds. GEAR UP Kentucky provides supplemental support and enrichment activities to some of the

state's poorest schools. Students begin GEAR UP as seventh-graders and receive services throughout high school to ensure they receive adequate encouragement and support to enroll in postsecondary education.

The GEAR UP Kentucky infrastructure comprises 22 postsecondary institutions and 31 middle schools, selected because over half of the students qualify for federal free or reduced-price lunch. The project then follows the students to 22 high schools statewide.

In 2002-03, GEAR UP served 13,554 students in grades seven through nine. At the current rate, GEAR UP Kentucky will serve more than 23,000 students by 2005. GEAR UP activities promote at least one of the following five priorities: awareness of college opportunities/costs, rigor in curricula/instruction, access to college scholarships, engagement of parents, and support for students who fall behind their peers. Among the significant GEAR UP Kentucky outcomes for 2002-03:

- 45 percent of participating middle schools (14) reduced the number of students performing at novice level in mathematics on the CATS.
- 68 percent of participating middle schools (21) reduced the number of students performing at novice level in science on the CATS.
- 55 percent of participating middle schools (17) reduced the number of students performing at novice level in writing on the CATS.
- More GEAR UP students took algebra in 2003 than in 2002.

In 2002-03, GEAR UP served 13,554 students in grades seven through nine. At the current rate, GEAR UP Kentucky will serve more than 23,000 students by 2005.

A more detailed report of GEAR UP performance indicators and outcomes can be obtained from the *GEAR UP Kentucky Annual Performance Report*, available from the Council.

Go Higher Campaign

Kentucky's Go Higher campaign began in 2000, when the General Assembly directed the Council "to lead a statewide public information and marketing campaign to convey the critical nature of Kentucky's adult literacy challenge and to reach adults and employers with practical information about available education and training opportunities." In 2002-03 (its final year), the Council received \$1.5 million for the campaign; about half of the funding came from Kentucky Adult Education. The

campaign included television, cable, and radio advertisements broadcast statewide from January-March 2002, and again from July-August 2003. The ads promoted the value of educational credentials (high school, GED, and college) and raised awareness of available educational opportunities for adults and teens. Kentuckians were encouraged to call the Council's toll-free help line (1-887-743-HELP) or visit Web sites (such as KYVU, KYVAE, or KHEAA) for more information.

In addition to the media campaign, the Council implemented a grassroots component whereby communities could receive up to \$30,000 each to form local P-16 councils and conduct education needs assessments. This initiative effectively engaged local educators, businesses, and civic leaders to address important educational challenges. Reports on the results of these efforts are due to the Council in spring 2004. Other notable activities in 2002-03 include:

During the second phase of the campaign, adult learning centers and the KYVU call center reported significant increases in requests for information about the GED and other educational programs. In Jefferson County, the adult learning center reported a 370 percent increase in calls from prospective students.

- The creation and dissemination of information kits to employers explaining the wide array of on-site training programs the state offers to improve workers' basic reading, math, and communication skills.
- Five career and college expos that gave thousands of at-risk middle school students a chance to visit a college campus.

While the impact of such a campaign is difficult to measure:

- The campaign's emphasis on GED completion coincided with an increase of 712 GED recipients during the first phase of the campaign. Kentucky ranked tenth in the nation in the percentage of non-high school completers earning a GED.
- During the second phase of the campaign, adult learning centers and the KYVU call center reported significant increases in requests for information about the GED and other educational programs. In Jefferson County, the adult learning center reported a 370 percent increase in calls from prospective students.
- Surveys of attitudes among adult and traditional learners before and after the campaign showed gains in the number of adults who connected educational credentials with increased earnings and career opportunities.

- The 16 local P-16 councils have assumed a leadership role in the state's literacy efforts, including the June 2003 Third Governor's Literacy Summit, which focused on the workforce, demographic, education, and resource data necessary to develop regionally focused literacy policy. Over 270 community leaders, educators, and literacy advocates participated.
- The campaign received awards for excellence from the WorldCom Public Relations Group, a major international public relations association, and the national Public Relations Society of America, as well as numerous state awards.

The Council is seeking new public and private funds to promote a new website (www.GoHigherKY.org), described below.

Go Higher Web Portal

The Kentucky Higher Education Assistance Authority—with assistance from the Council, the independent institutions, and KDE—began planning a comprehensive web portal in 2002-03 (www.GoHigherKy.org). It will provide a powerful recruitment and enrollment tool for Kentucky's postsecondary institutions. Kentuckians will be able to readily locate information on adult and distance education, financial aid, and career planning. In short, the site will provide nearly everything a student, parent, or counselor needs to plan, apply, and pay for college. A statewide call center funded by a \$400,000 federal grant will provide additional assistance.

Site development began in fall 2003, and is expected to go live in summer or fall 2004. Workgroups involving state and institutional representatives will be formed to ensure the site meets the needs of its partners and audience. The Council will contribute both financial and human resources to assist with development and promotion. Evaluation criteria being considered for the site include:

- Number of middle school, high school, and adult learners using the site.
- Number of college applications received through the site.
- Number of financial aid applications completed through the site.
- Reduction in processing costs of college applications.
- Reduction in defaults on student loans.

Kentuckians will be able to readily locate information on adult and distance education, financial aid, and career planning on the Go Higher Web portal. In short, the site will provide nearly everything a student, parent, or counselor needs to plan, apply, and pay for college.

Initiatives to Improve Efficiency and Coordination

The following programs or strategies represent the Council's efforts in 2002-03 to fulfill its statutory responsibilities and facilitate efforts to improve systemwide efficiency and coordination.

The Institute for Effective Governance

The Institute for Effective Governance began in September 2002 to provide a number of programs and services, including new board and Council member orientation, the Governor's Annual Conference on Postsecondary Education Trusteeship, and special interest seminars. The governing boards of Kentucky's public and independent colleges and universities, members of the Council, and others engaged in postsecondary education governance participate.

The Council and the Prichard Committee for Academic Excellence manage the institute and are advised by an oversight committee. The Council provides staff and administrative support. When designing and conducting the programs, the institute draws upon the experiences of other state and national organizations, as well as resources available in Kentucky.

The institute provides an annual board development seminar, addressing such issues as self-assessment, presidential evaluation, board-president relationships, board structure, decision-making, and team building skills. The first board development seminar occurred May 19-20, 2003, in Lexington and emphasized the continued need for cooperative work to advocate for broad-based support of the postsecondary education agenda. Four themes were stressed:

- Making the case for political and financial support
- Staying focused on the public agenda
- Working together
- Deciding what good things not to do

The American Association for Governing Boards facilitated the event.

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The Governor's Conference on Postsecondary Education Trusteeship offers a yearly venue for board members to discuss reform issues with each other and the Governor. Moreover, orientation sessions for new board and council members are provided. The 2002 trusteeship conference was held September 22-23, 2002, in Lexington. The theme of the conference was "Good Governance Matters: What's on Your Financial Dashboard?" Larry Goldstein, president of Campus Strategies and a former senior fellow at the National Association of College and University Business Officers, presented the keynote address. Goldstein described the financial information and performance indicators necessary for good policy decisions, and reviewed changes in financial reporting guidelines for postsecondary institutions. The 2003 conference was held September 21-22 at the Cincinnati Airport Marriott in Hebron, Kentucky. The theme of the conference was "Connecting the Dots: Partnering to Advance Community and Economic Development."

The Council encourages institutions to work with each other and KYVU to deliver joint programs where feasible. These arrangements not only save money, but also increase Kentuckians' access to distinguished faculty and provide them with more course offerings.

Collaborative Programs

The Council encourages institutions to work with each other and KYVU to deliver joint programs where feasible. These arrangements not only save money, but also increase Kentuckians' access to distinguished faculty and provide them with more course offerings.

The chart on page 134 reflects institutional agreements to offer programs collaboratively.

Biennial reviews assist the Council and the institutions in identifying academic programs where cost savings may be realized through program revision or closure. Since the first program productivity review in 2000, universities have eliminated, consolidated, or altered more than 300 programs out of approximately 1,300.

Program Productivity Review

Biennial reviews assist the Council and the institutions in identifying academic programs where cost savings may be realized through program revision or closure. Programs are reviewed if they award, on average, fewer than 12 associate, 12 baccalaureate, seven master's, or five doctoral degrees over a five-year period. Since the first program productivity review in 2000, universities have eliminated, consolidated, or altered more than 300 programs out of approximately 1,300.

Reviews alternate between the eight universities, which take place in odd-numbered years, and the KCTCS and LCC, which begin in even-numbered years. The

Collaborative Programs Among Institutions

	EKU	KSU	LCC	MoSU	MuSU	NKU	UK	UL	WKU	KCTCS
Doctorate										
Biology					•			•		
Chemistry								•	•	
Geology	•						•			
History							•		•	
K-12 Education Administration								•	•	
Music History and Literature							•	•		
Physics							•	•		
Rehabilitation Sciences	•				•		•		•	
Social Work							•	•		
Ed.D.										
Administration and Supervision	•					•	•			
Ed Policy Studies & Evaluation	•			•	•		•			
Health and Physical Education	•			•	•		•			
Instruction and Administration	•			•	•	•	•			
Special Education	•						•			
Master's										
Alternative Route to Teaching (MAT)				•		•				
Architectural Science (BS) to Architecture							•		•	
Education (Higher Ed. Specialization)						•	•			
Law Enforcement/Political Science	•								•	
Library Science						•	•			
Nursing, General				•			•			
Physician Assistant				•			•			
Public Health	•						•	•	•	
Social Work						•	•			
Social Work				•			•			
Social Work					•				•	
Social Work/Criminal Justice					•				•	
Sociology	•								•	
Baccalaureate										
Chemical/Mechanical Engineering					•		•			
Civil/Mechanical Engineering						•		•		
Electrical Engineering								•	•	
Electrical & Telecomm. Engineering					•			•		
Fire Protection & Safety Technology	•								•	
Sign Language Interpreter	•							•		
Associate/Applied Associate										
Dental Hygienist										•
Hospitality Management									•	•
Physical Therapy Assistant										•
Respiratory Therapy Technician									•	•
Respiratory Therapy Technician			•						•	•
Respiratory Therapy Technician				•						•
Sign Language Interpreter	•							•		
Transfer/Articulation Agreements										
2+2 Agriculture									•	•
2+2 Early Childhood Education					•					•
AA to BA Communications								•		•
AA to BS Business					•					•
AA to BS Sports Management						•				•
AA/AS or AAS to BA Independent Studies					•					•
AA/AS to BA/BS Public Administration		•			•					•
AAS to BBA Business				•						•
AAS to BA Social Work	•									•
AAS to BS Administration of Justice								•		•
AAS to BS Agriculture					•					•
AAS to BS Criminal Justice	•									•
AAS to BS Hospitality Mgmt. & Dietetics									•	•
AAS to BS Industrial Technology				•						•
AAS to BS Law Enforcement	•									•
AAS to BS Middle Grade Education	•									•
AAS to BS Nursing				•						•
AAS to BS Occupational Training & Dev.								•		•
AAS to BS Radiologic Science				•						•
AAS to BS Special Education	•									•
AAS to BS Telecomm. Systems Mgmt.					•					•
AAT to BS Business and Technology	•		•							•
AS to BS Health Science	•		•							•
AS to BS Justice and Safety	•									•
GIS Certificate to BA Geology			•						•	
LPN to AAS Nursing		•								•
LPN to AAS Nursing			•							•
LPN to ADN				•						•
LPN to ADN	•		•							•
Organizational Leadership						•				•
RN to BSN	•		•							•
RN to BSN to MSN				•			•			•
Statewide 2+2 Teacher Preparation	•	•		•	•	•	•	•	•	•

university program productivity review that began in fall 2001 concluded July 2002. As a result, 64 university programs were placed on "continued review status" after the universities' proposed program alterations or justifications were deemed insufficient. Universities were given until December 2002 to respond to the Council's recommendations for increasing program productivity. As a result, the universities made additional changes to 46 of these programs. These programs will not be reviewed in 2004, but will be reevaluated in 2006, as Council policy requires.

The other 18 university programs will remain on continued review because the Council determined the universities had not taken adequate steps to increase enrollment or degree productivity. These 18 programs will undergo another review in fall 2004. If the program addresses a state need or critical shortage area, the Council staff will work with the university to implement improvements. For other programs, closure will be recommended if productivity has not increased.

In fall 2002, the second program productivity review began for the Kentucky Community and Technical College System and Lexington Community College. The Council staff identified 24 of the 105 associate programs as low-degree productivity programs (defined as granting less than an average of 12 degrees per year over five years). The technical colleges were excluded from the review because none had degree programs in operation for more than four years.

Fourteen LCC programs were reviewed, five of which were identified as low-productivity programs. LCC agreed to significantly change one program and to improve student recruitment and retention for the other four. The unchanged programs address state workforce needs and will be reviewed again in 2004.

Ninety-one KCTCS programs were reviewed, 19 of which were identified as low-productivity programs. The KCTCS agreed to close three programs, alter 13, and retain three programs that provided valuable services to the colleges. The three retained programs will be reviewed again in 2004. KCTCS is developing student recruitment strategies to improve participation in programs that address workforce shortages.

Campus Consultation Visits

During spring 2002, the Council staff visited each university and the KCTCS to review academic program approval practices and determine if inconsistencies existed

between campus policies and procedures and those of the Council. The visits also sought to ensure that:

- a rigorous process existed to validate the need for a new program.
- employers and other relevant groups were consulted during the new program design.
- institutions with similar programs were approached about collaborative arrangements.
- appropriate methods for evaluating student learning and program success were in place.

As a first step, the Council staff reviewed program approval policies from Kentucky institutions and other states. Next, one or two academic programs were identified for review at each institution. In April and May 2002, the staff visited each campus and met with faculty, department chairs, academic deans, faculty senate representatives, university program approval committees, and chief academic officers. Individual campus assessments were sent to each chief academic officer; resulting program approval processes were summarized in a report to the Council in December 2002.

The review revealed that program approval practices across the campuses varied in the amount of attention given to the Council's criteria. The Council directed the institutions to address the following concerns:

- **Needs assessment.** Institutions should standardize assessments to ensure programs link to economic and community needs. The Council developed a standard format for institutional use.
- **External consultation.** In addition to assessing the need for the program, the process for developing new programs should require consultation about curriculum with groups expected to supply students (high schools and KCTCS) and those offering additional education and employment to graduates.
- **Collaboration.** Institutions should strengthen requirements for new programs to collaborate with similar programs at other institutions to improve access, efficiency, and quality for both new and existing programs.

The Council's campus consultation visits in 2002 revealed that program approval practices across the campuses varied in the amount of attention given to the Council's criteria.

New program proposals also should be required to develop articulation agreements in the original design of the program.

- **Program success.** Institutions should include criteria for assessing program success within a specified time. Council degree productivity standards, level of research production, student placement, or development of partnerships serving the community and economy should be part of the evaluation criteria.

Statewide Engineering Strategy

In response to the state's need for more engineers, the Council approved the Strategy for Statewide Engineering Education in Kentucky in July 2000. To maximize limited resources, the strategy called for the creation of joint engineering programs and included initiatives to recruit, mentor, and enroll more women and minorities in engineering programs.

As a result, UK, UofL, WKU, and Murray are implementing Kentucky's first joint baccalaureate degrees in mechanical, civil, chemical, and electrical and telecommunications engineering. In 2002-03, ten students were enrolled at Murray and 23 at WKU. The first class is expected to graduate in 2004. Through sharing of faculty and student support services, the joint programs provide access to larger numbers of place-bound students in west Kentucky more economically than if two high-cost, free-standing engineering programs were created there. In addition, the students benefit from the expertise of high-quality faculty at two established engineering programs with strong teaching and research initiatives at the baccalaureate, master's, and doctoral levels.

The provosts, the engineering deans, and the Council staff formed a workgroup to discuss and resolve issues that could impede success. The institutions have developed procedures for counting enrollments and graduates, disbursing funds, and establishing tuition rates. They have agreed on appointment, tenure, and promotion policies for program faculty; equipment and facility allocation; criteria for distance-learning courses; and general management of the joint programs. A number of issues remain unresolved, however. For some programs, the level of faculty involvement from each institution and the process for making curriculum decisions is still being negotiated.

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The central, continuing threat to full implementation of the engineering strategy is lack of recurring funding. The Council and the institutions funded the first year of the joint programs from internal reallocation and non-recurring sources. The institutions have indicated they cannot continue the joint engineering degrees in their current form without a more stable source of funding. The Council's 2004-06 budget request includes recurring funds for the engineering strategy in the Science and Technology Trust Fund.

Statewide Public Health Strategy

Kentucky ranks near the bottom on many indicators of public health. In addition, a new set of public health concerns has arisen around bioterrorism and homeland security since September 11. The Council formed a Statewide Public Health Advisory Committee in July 2003 to create a Statewide Strategy for Public Health Education, Research, and Service. The committee includes providers and consumers of public health education, the senior public health administrators of the four institutions currently offering graduate degrees in public health, the Commissioner of the Kentucky Department for Public Health, and the Council's vice president for academic affairs. Together, they will address the education, research, and service needs of Kentucky and make recommendations to the Council about academic program development and accreditation within this larger agenda.

Created by KRS 164.800, the Kentucky Virtual University fosters efficiency, coordination, and collaboration among the state's postsecondary institutions and other education providers through the online delivery of courses and programs. Since KYVU opened its virtual doors in fall 1999, 51,000 students have been served.

Distance Learning

Created by KRS 164.800, the Kentucky Virtual University fosters efficiency, coordination, and collaboration among the state's postsecondary institutions and other education providers through the online delivery of courses and programs. Since KYVU opened its virtual doors in fall 1999, 51,000 students have been served. Learners come from all 120 counties in Kentucky and include place-bound and time-bound adults; workers in business, industry, and government; P-12 students, teachers, and administrators; and traditional, residential college students. The KYVU provides a single point of access to college credit, professional development, and learning support services through the Kentucky Virtual Library, Kentucky Virtual Adult Education, Kentucky Virtual High School, and KyEducators.org.

The KYVL expands access to quality library and information resources to assist individuals learning, working, and living in the Commonwealth. The combined purchasing power of the KYVL has saved the Commonwealth an estimated \$5 million in acquisition costs. The KYVL illustrates what can be accomplished when diverse constituencies come together for a common good; all public institutional libraries, independent institutional libraries, public libraries, and K-12 libraries agreed to use a common library platform, leverage financial resources to purchase electronic databases, and support a statewide interlibrary loan initiative. Technical assistance and information about the KYVL is provided through a toll-free number staffed by the KYVU call center.

The KYVU works with other partners to increase access and expand their limited human and financial resources through online learning. Kentucky Adult Education, through the Kentucky Virtual Adult Education website, is providing opportunities not only for adult education learners but also for instructors. Adult education instructors can use the site to fulfill their training requirements, gain graduate credit, network with other instructors, and access the latest research, resources, lesson plans, and best practices in adult education. The Education Professional Standards Board expands professional development opportunities for K-12 teachers through www.KyEducators.org. KYVU4K12 is a partnership between KYVU and KVHS to provide supplemental services in compliance with the federal *No Child Left Behind Act* for GEAR UP Kentucky schools and other districts.

In 2003-04, the KYVU will continue to work with the Commonwealth's educational entities to assist them in expanding their online offerings for both degree credit and professional development. The KYVU will enhance its learning management system through additional features, and expand the Distance Learning Advisory Committee, established to advise the Council on the coordination of distance education policies, programs, support services, and infrastructure across Kentucky's postsecondary education providers.

Institutional Efficiencies

At the institutional level, universities took aggressive measures to save money. For example, UofL conducted an internal review process that yielded a \$21.3 million reallocation and reinvestment of resources. Savings were realized primarily through

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program mergers and closures, as well as the elimination of 90 positions. Similarly, UK's transition to a provost model saved the university about \$3.5 million in recurring costs.

Some common strategies employed across the system to offset reductions in state appropriations and keep tuition increases in check include:

- **Increasing private fund raising.** Across the board, universities have invested resources to increase gifts and pledges through capital campaigns.
- **Modifying, consolidating or closing academic programs to eliminate unnecessary duplication.** In addition to the Council's program productivity review, several universities underwent internal audits that created further efficiencies.
- **Sharing resources and programs with other institutions and partners.** Institutions worked together to increase collaborative programs and transfer frameworks and to offer more courses online through KYVU.
- **Consolidating, reorganizing, or streamlining university operations.** Most universities have eliminated staff positions through program consolidation, collaboration, or elimination.
- **Implementing energy management, purchasing consortia, and other cost-cutting measures.** Several universities have entered into contracts to upgrade heating, ventilating, and air conditioning systems that will reduce energy consumption and lower utility costs. Other cost-cutting measures include membership in the Kentucky Educational Purchasing Cooperative and use of the ProCard to purchase supplies more cheaply and quickly from local discount retailers. Web-based publications have reduced printing costs significantly at several institutions.

The postsecondary education system scored well on a national survey of student engagement in 2001 and made modest gains in its retention rates in 2002-03. Even though graduation and transfer rates remain well above 1998 levels, they have declined recently. In 2003-04, the Council will focus on improving performance across the system on these two key measures.

Measuring and Promoting Educational Progress

The postsecondary education system scored well on a national survey of student engagement in 2001 and made modest gains in its retention rates in 2002-03. Even though graduation and transfer rates remain well above 1998 levels, they have declined recently. In 2003-04, the Council will focus on improving performance across the system on these two key measures.

Council Measures of Educational Progress

- Kentucky has made progress in retaining more students. According to the definition adopted by the Council, first-time students are considered retained if they return to their native institution, enroll in any other Kentucky public or independent institution, or graduate by the following fall semester. Between 2001 and 2002, the retention rate for the system rose from 65.9 percent to 68.3 percent.
- Systemwide, the six-year graduation rate for bachelor's degree students dropped from 44.1 percent in 2001 to 43.5 percent in 2002. The graduation rate remains well above its 1998 level of 36.7 percent.
- The systemwide graduation rate for transfer students (calculated as a three-year average) declined from 52.2 percent in 2001 to 52.0 percent in 2002.
- Undergraduate student experience is gauged using the benchmarks of effective educational practice from the National Survey of Student Engagement. NSSE assigns participating institutions scores for senior and first-year students for five benchmarks:
 - Level of academic challenge.
 - Active and collaborative learning.
 - Student interactions with faculty members.
 - Enriching educational experiences.
 - Supportive campus environment.

Kentucky's eight public universities participated in NSSE as a consortium in 2001. Each scored higher than predicted in several benchmark categories. The Kentucky consortium performed particularly well on the "student interactions with faculty members" and "enriching educational experiences" benchmarks. Kentucky's public universities were weaker in "supportive campus environment" and "level of academic challenge."

For each of the benchmarks, NSSE provides institutions with actual and predicted scores. The predicted scores are based on student demographics, admissions selectivity, enrollment, and a variety of other factors and allow institutions to compare their performance with the performance of similar institutions. An institution whose actual scores are higher than its predicted scores outperforms its peers. Kentucky's eight public universities participated in NSSE as a consortium in 2001 and again in the spring of 2003. Each scored higher than predicted in several benchmark categories. The Kentucky consortium performed particularly well on the "student interactions with faculty members" and "enriching educational experiences"

benchmarks. Kentucky's public universities were weaker in "supportive campus environment" and "level of academic challenge." (Institutional results are provided in the Goal 4 section of this report.) In December 2002, the American Association for Higher Education and NSSE hosted a roundtable in Kentucky as part of their Documenting Effective Educational Practices project. Because of Kentucky's extensive use of NSSE and leadership in implementing reform, the DEEP project chose Kentucky as the site for its only roundtable focused on state-level efforts in accountability and institutional improvement. The Council's goal for 2003 is for each Kentucky public university to score above "predicted" on each benchmark. Full results of the 2003 survey administration will be available in December 2003.

Licensure Pass Rates

Kentucky students perform well on state and national licensure and certification examinations. The results listed below are for the latest year for which data is available, and include first-time test-takers at Kentucky public postsecondary institutions. Results were provided by institutions except where otherwise noted.

- In 2001-02, 95 percent of bachelor's level nursing students passed the National Council Licensing Examination (NCLEX), the national certification exam for nurses (Kentucky Board of Nursing). Pass rates by institution were:
 - ECU - 96%
 - Morehead - 85%
 - Murray - 92%
 - UK - 97%
 - UofL - 96%
 - WKU - 100%

The 2001-02 NCLEX pass rate for associate's level students from Kentucky's public institutions was 92 percent. Pass rates by institution were:

- ECU - 98%
- KCTCS - 92%
- KSU - 81%
- LCC - 98%
- Morehead - 93%
- NKU - 94%
- WKU - 86%

The 2001-02 NCLEX pass rate for practical nursing students from KCTCS was 93 percent.

- In 2000-01, 88 percent of physical therapy students passed the Physical Therapist Licensing Examination (Kentucky State Board of Physical Therapy, pending update from KSBPT). Pass rates by institution were:

- UK - 86%
- UofL - 91%

- Kentucky's 2002-03 pass rate on the National Council for Examiners in Engineering Exam (Fundamentals of Engineering) was 81 percent (Kentucky State Board of Licensure for Professional Engineers and Land Surveyors).

Pass rates by institution were:

- UK - 81%
- UofL - 83%

- In 2000-01, 82 percent of law students passed the Kentucky Bar exam.

[Note: Updated data not available from one or more institutions.] Pass rates by institution were:

- NKU - 76%
- UK - 89%
- UofL - 76%

- Kentucky's 2002 pass rate on the National Dental Board Exam was 96 percent. Pass rates by institution were:

- UK - 92%
- UofL - 99%

- The 2001-02 pass rate on the American Pharmacist Licensure Examination for students from the University of Kentucky was 100 percent.
- Kentucky's 2002-03 pass rate on the US Medical Licensure Exam (Part 2) was 100 percent. Pass rates by institution were:
 - UK - 99%
 - UofL - 100%
- Kentucky's 2000-01 pass rate on the American Registry of Radiologic Technicians was 91 percent. [Note: Updated data not available from one or more institutions.] Pass rates by institution were:
 - KCTCS - 88%
 - Morehead - 96%
 - NKU - 94%
- The 2000-01 pass rate for KCTCS students on the National Board for Respiratory Care Exam was 84 percent. [Note: Updated data not available from one or more institutions.]
- The 2003 pass rate for teacher candidates at Kentucky's public postsecondary institutions on the Praxis exam was 94 percent (Title II state report card). Pass rates by institution were:
 - ECU - 95%
 - KSU - 52%
 - Morehead - 90%
 - Murray - 92%
 - NKU - 93%
 - UK - 96%
 - UofL - 98%
 - WKU - 99%

Initiatives to Improve and Assess Educational Progress

In addition to the Council's key indicators, Kentucky institutions and the Council are developing student learning measures, administering undergraduate alumni surveys, and providing professional development and networking opportunities for

faculty. In 2003-04, the Council will continue to refine system measures of educational progress and work to promote increased civic engagement among college students.

Measuring Up

Measuring Up, the state-by-state report card on higher education published by the National Center for Public Policy and Higher Education, assigned grades to states in five areas: preparation, participation, affordability, completion, and benefits. In both the 2000 and 2002 versions of the report card, all states received a grade of "incomplete" in the sixth category, student learning.

Kentucky, however, is further along than most other states in collecting the right kinds of data, which were featured in an essay on student learning in *Measuring Up 2002*. Included in the 2002 study were results from licensure and certification exams, graduate entrance exams, the Kentucky Adult Literacy Survey, and the National Survey of Student Engagement. The Council staff worked with staff from the institutions, NCPPHE, and NCHEMS to gather this information. The essay also outlined sample scores for Kentucky measuring the abilities of college educated residents, institutional contributions to educational capital, the quality of educational outcomes in the state, and the prevalence of good practices in undergraduate education.

Kentucky's participation in the effort to measure student learning is ongoing. Kentucky is one of five states that have agreed to pilot a common set of student learning measurements for *Measuring Up 2004*. In addition to the data collected for the 2002 essay, this new phase of the project requires administration of a common set of learning assessments to a statewide sample of Kentucky students and alumni. Collection of additional data integral to this project—such as results from graduate entrance exams, Work Keys assessments, the Community College Survey of Student Engagement, and a nationally referenced alumni satisfaction survey—will require an expanded commitment on the part of the Council and the institutions. Senior representatives of the pilot states met in Louisville in February 2003. Data collection began at public and independent Kentucky two- and four-year institutions in July 2003.

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Undergraduate Alumni Survey

Results from the 2001 undergraduate alumni survey were generally positive. The majority of alumni were satisfied with their postsecondary experience and how well it prepared them for work. They tended to be involved in community activities and vote at high rates. The lowest ratings given by alumni from all postsecondary institutions were in the areas of academic advising and career counseling.

In summer 2001, the Council commissioned a survey of the undergraduate alumni from Kentucky's public postsecondary institutions. The purpose was to measure alumni satisfaction with postsecondary education and the extent of their civic and community involvement. The survey included 4,100 undergraduate alumni who graduated between 1995 and 1999.

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The Council did not establish performance goals based on the 2001 alumni survey because there were no national or regional results available for comparison. During summer and fall of 2003, Kentucky's public universities will administer the national College Results Survey (CRS) to a sample of undergraduate alumni. The 2003 administration—a component of Kentucky's participation in the *Measuring Up* pilot project—will provide results at the statewide level that can be compared to national and regional averages. CRS results will be available in 2004.

Faculty Development

The Council supports professional development opportunities for Kentucky faculty that contribute to the goals of HB 1, *2020 Vision*, and the Council's accountability measures. Faculty development programs emphasize the development of teaching strategies that improve learning for an increasingly diverse pool of students; incorporate technology to improve learning on-campus and expand distance learning opportunities; and assist faculty in finding funding sources that increase research at state, national, and international levels.

The faculty development program received \$1 million in 2001-02. Of that amount, \$900,000 was distributed to the institutions. The Council uses the remaining \$100,000 for statewide faculty development initiatives. Institutions provide annual

financial and program reports to the Council that are reviewed to ensure continued use of the funds for appropriate faculty development initiatives.

Faculty development program funds, with matching institutional funds, helped bring online two new teaching and learning centers at the universities and expanded programs at existing centers. These centers support improved student retention through better teaching and advising. Examples of other institutional accomplishments with these funds include:

- The KCTCS faculty participated in discipline specific workshops, designed to improve curriculum and implement a statewide strategic plan that ensures curriculum consistency and quality across the system.
- Murray State voluntarily matched faculty development funds with an additional \$53,300 to reorganize and expand the Center for Teaching, Learning, and Technology.
- NKU's Faculty Center for Teaching, Learning, and Technology began work with the university's post-tenure review process to enhance the productivity of tenured faculty.
- UofL established an annex of its Delphi Teaching and Learning Center at the Health Sciences Center campus. It also funded a digital and video recording studio at the Belknap campus to help faculty update web and distance learning courses.
- All institutions have provided matching funds for *The Kentucky Journal Of Excellence in College Teaching and Learning*, a statewide online journal to support excellence in teaching. The website is found at www.uky.edu/TLC/MAINPOSTER/JournalofExcellence.htm.

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Council faculty development funds were reduced from \$100,000 to \$50,000 in the recent budget reduction. The Council uses its funds to sponsor statewide faculty development initiatives to support reform goals. A statewide faculty development workgroup with representation from public and independent postsecondary institutions was formed to help identify faculty development needs and implement programs. The Council also sponsors an annual faculty development conference that is now in its fifth year. More than 360 faculty representing nine public and five independent institutions

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attended the 2003 conference, setting a new attendance record. The theme was “The Scholarship of Teaching and Learning: Engaging the Learner” and focused on the needs of Kentucky’s diverse student population. Over 60 presentations offered innovative approaches to teaching nontraditional students, including students with disabilities and adult and part-time learners. Panel discussions addressed concerns about student advising, transfer, and remedial education.

In addition to the annual conference, the Council uses its faculty development funds to sponsor programs addressing more specific faculty needs. To date, these programs have helped faculty adopt best practices in delivery of developmental education, student advising (meeting a need identified in the results of the statewide NSSE), and P-12 teacher preparation and professional development. In 2004, a special conference for deans and department chairs will help this important group to better understand and support the goals of reform.

Student Advising Conference

The Council and Northern Kentucky University hosted the 2003 Student Advising Conference on February 20-21, 2003. The conference was in part a response to recent surveys that identified academic and career advising as areas in need of institutional attention and improvement. The conference theme, “Promoting Student Success Through Advising,” offered teams from each of Kentucky’s public postsecondary institutions an opportunity to learn about new initiatives to provide student support and improve retention and job placement.

Dr. Wes Habley, director of the Office of Educational Practices, American College Testing Program, provided the keynote address. Dr. Habley outlined the future of advising, including innovative approaches to advising an increasingly diverse student body. Dr. Catherine Buyarski, director of the University College Advising Center, Indiana University-Purdue University Indianapolis, presented advising strategies recognized by the National Academic Advising Association’s Outstanding Institutional Program Awards in 2000 and 2001. In addition, presentations from faculty and staff at Kentucky’s postsecondary institutions explored the use of technology in advising, increasing campus support for advising activities, and advising non-traditional students.

Over 250 participants attended the conference, and evaluations were positive. A communication network will be created to connect teams across the campuses and support improvements in advising practices in 2003-04.

Teacher Quality Summit

The chief academic officers held a Teacher Education Summit II at Centre College April 4-5, 2002. The Association of Independent Kentucky Colleges and Universities (AICKU) co-sponsored both events. Over 100 education and arts and sciences faculty and deans from all public universities, KCTCS, and the independent institutions attended. The conference also included participants from the Education Professional Standards Board, the Kentucky Department of Education, the Prichard Committee for Academic Excellence, AICKU, and the Partnership for Kentucky Schools.

At the first summit, institutional teams developed plans organized around the nine recommendations of the statewide Teacher Education Agenda. At the second summit, the teams gave status reports on plan implementation. Discussion focused on the preparation of principals and superintendents; teacher shortages (especially in special education); and preparation of future and current teachers to address reading problems throughout elementary, middle, and high school. Participants set an aggressive agenda for next year, including:

- Creating a statewide transfer program in early childhood and teacher education to increase the number and diversity of teachers entering four-year programs from the community colleges.
- Implementing the recommendations of the P-16 Council that will better align math and literacy education in high school and college.
- Working with KDE to serve the needs of schools under the new federal *No Child Left Behind Act*, with special attention to eliminating the achievement gap for minority and economically disadvantaged students.
- Continuing to expand programs that provide alternative routes to teacher certification for students with degrees in other disciplines and professionals in other fields.

- Supporting KDE's programs, funded under a new grant, to improve preparation and professional development for school principals and superintendents.

The third summit was held in October 2003 at Eastern Kentucky University.

University Coordinated Advising Network (U CAN)

The KYVU received a grant from the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) in September 2002 to develop an electronic advising office that will serve students in middle school, high school, and college, as well as online students and adult learners pursuing a GED or workplace skills. The Kentucky Virtual University Coordinated Advising Network (U CAN) will give current and prospective students, parents, employers, and others access to a single point of contact (1-800-WER-UCAN) for pre-admission, academic, career, and financial aid counseling services. U CAN will create a statewide network of call centers that share data about programs, procedures, curricula, and financial aid.

The Council, KYVU, Kentucky Adult Education, KCTCS, KDE, the Kentucky Counseling Association, and KHEAA are core partners in U CAN.

Responsive Ph.D. Initiative

Growing numbers of employers from the academic and private sectors have called for reforms in doctoral education in the United States. While few question the subject expertise of doctoral graduates, many lack the skills needed to teach effectively, communicate their knowledge, and work in teams. Furthermore, doctoral programs often fail to help students connect their learning to the challenges faced by communities and society. The Woodrow Wilson National Fellowship Foundation's Responsive Ph.D. Initiative supports universities addressing these issues and efforts to increase the quality of the doctoral experience for students. In 2003, UK and UofL were selected to participate in the project jointly, in part due to Kentucky's investment in faculty, research, and doctoral education through its Bucks for Brains program. Other participating universities include Yale, Princeton, Duke, Howard, and the Universities of Michigan, Wisconsin, Pennsylvania, Texas, Indiana, and California-Irvine.

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Conclusion

Increased educational attainment for Kentucky depends upon dramatic growth in postsecondary enrollment. In this area of reform, the system has achieved unqualified success. Since 1998, student enrollment has exceeded established goals for every sector of postsecondary education at all levels—certificate, associate, baccalaureate, and graduate—primarily by creating efficiencies and employing innovative strategies. Additionally, the high school and adult education feeder systems have done their part to increase the potential pool of postsecondary applicants. However, the system remained below the national average in key areas in 2002-03. In the coming year, the postsecondary system will redouble its efforts to ensure entering students receive the quality instruction and services necessary to persist to graduation and succeed in the workplace. Accountability for student learning and Increasing the system's graduation and transfer rates are top priorities.

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